

**JUS 329: Domestic Violence**  
**Justice & Social Inquiry**  
**School of Social Transformation**

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## **1. Course and Faculty Information**

**Course Overview:** In this course, we are going to analyze domestic violence as understood through the examination of Violence and Maltreatment in Intimate Relationships (VMIR) (as reflected and defined in your required text of the same name). While this definition is a bit broader than you might think of when you hear the term "domestic violence". It is important to realize that there are many types of violence that occur within one's home or relationships. Further, domestic violence is not limited to adults, but can encompass children, youth, and the elderly as well. Thus, we will examine VMIR/DV as social problems that are informed by personal experience, empirical analysis and in-depth research, and public policy, which reflect this more comprehensive and multifaceted exploration of intimate violence.

**Credits:** 3

**Prerequisites:**

- ENG 102, 105 or 108 with C or better
- minimum 24 hours
- minimum 2.00 GPA

**Instructor:** Sultana Afrin Nipa (she/her)

I am Sultana Afrin Nipa, a third-year doctoral student at Justice Studies. I am from Bangladesh. You can call me either Sultana or Nipa. I completed my Undergraduate and Master's from the University of Dhaka, Bangladesh in Peace and Conflict Studies. My research works focuses on Political economy, environmental justice, transboundary water governance and management and climate and water justice. After being TA for three semesters, this my third semester as an instructor—fortunately I have been teaching the same course as an instructor.

Even though, the course description does not complement my research interests, being born in a similar culture and my teaching experience in the field brought some insightful acquaintances in my knowledge. I will try my best to cooperate with you all to make this a successful classroom. I expect punctuality and creativity in the classroom. If you are facing or going through the tough times, please bring that to my attention, we will make it work. Glad to have you all in my class. Looking forward to a successful inclusive class.

**Contact Info:** ALYAWS Canvas Inbox.

**Student Hours:** Virtual time for us to meet via Zoom or telephone arranged via Canvas Inbox. Based on Appointments.

- The best way to get in touch with me is via Canvas Inbox.
- Please contact me if you are having difficulties and if you are enjoying the course experience or otherwise.

## **Course Goals**

Please note that as a teacher with a critical, anti-racist perspective, my goal in each of my classes is for every student to learn, grow, and to contribute to the construction of a classroom community. To this end, I will treat each of you with respect and assist you in your learning in any way I am able to. My hope is that you will each find your own way to participate in this online setting, and that you are open to learning from and interacting with your peers. At the end of this course, my goal is that you become effective agents of change, stepping in to support and build a more just world in the multiple ways that you are able to do so.

## **2. Course Learning Outcomes**

This course is as much about intimate violence and maltreatment (and victim/survivors/offenders), as it is about exploring who we are, and how we see the world. These materials will be conveyed through readings, documentary films, and class discussions. By exploring the experiences of victims/survivors, you, the student will have the opportunity to:

1. Explore, engage with, and critique concepts and theories about VMIR/DV
2. Critically analyze VMIR/domestic violence as complex social phenomena with regard to:
  - cultural, political, and organizational contexts
  - the social construction of social problems
  - the diverse experiences of individuals/families/cultures
  - the social policies designed to address VMIR/DV
  - the criminal justice system response to VMIR/DV

## **Course Objectives**

Some of the specific skills I hope you will obtain in this course are listed below. At the completion of this course, students will have had the opportunity to:

- describe the key issues that are present in determining the scope of violence and maltreatment in intimate relationships (VMIR)
- demonstrate the ways in which VMIR can be viewed as a social construction
- summarize the historical events that have led to the transformation of VMIR into a social problem
- describe the various explanations for violence and maltreatment in intimate relationships (VMIR) that have been proposed, including structural characteristics of intimate relationships, cultural acceptance of violence, the low costs of VMIR, and the intergenerational transmission of VMIR
- Interpret the funnel metaphor as it is used in measuring VMIR
- examine the myriad of policies enacted to either prevent or intervene in the problems created by VMIR

- analyze and articulate the impacts of VMIR on the various individuals, communities and agencies involved.

### 3. Course Materials

Note: I will continue to update the syllabus during the semester to reflect any changes, but you should rely on the course materials, assignments, and deadlines found on our course website. [If you have any confusion about that please email me via canvas]

In addition to the textbook readings, you have additional materials to read/watch/listen to listed in the Learning Materials section of each module. **There is one required text to purchase for this course:**

- i) **Miller-Perrin, C., Perrin, R., & Renzetti, C. (2021). *Violence & Maltreatment in Intimate Relationships* (2<sup>nd</sup> ed). Sage Publications, Incorporated.**

Available for rent or purchase. To access:

- Go to the [ASU Bookstore Online](#)
- [Amazon Book](#)
- [Online source](#)

To purchase in person at the ASU Bookstore (Tempe campus), you'll need to get a digital pull slip from the course location in the aisles (under JUS) and take it to the register. The code will print on the receipt.

This book is offered in both e/digital and paperback formats and may be purchased from the ASU Bookstore as well as from the local bookstore of your choice (you will likely have to special order it), and other outlets such as an online store. You may also rent it as an "e-book."

- ii) Rest of the materials will be uploaded in the modules.

### Course Topics and Disclaimer

Clearly, due to the nature of this course, the topics discussed may include somewhat graphic or emotionally or physically difficult content to read at times. Please review the topics carefully and be sure that you are interested and ready to examine them in-depth. Due to the issues, we are learning about in our course, you may question or reevaluate your own relationships, past or present. Have a [wellness plan](#) in place to know [what wellbeing means to you](#) and the resources or strategies you need to feel safe and healthy.

**The topics in this course will include the following:**

- The history and definitions of intimate violence and maltreatment
- Methods and perspectives in VMIR

- Child physical abuse
- Child sexual abuse
- Abuse in adolescent and emerging adult relationships, peer sexual harassment, sexual assault, dating violence and stalking
- Intimate partner violence in adult relationships: focusing on victims
- Intimate partner violence in adult relationships: focusing on perpetrators
- Intimate abuse of people with disabilities and the elderly
- Societal responses to VMIR

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [myasucourses.asu.edu](http://myasucourses.asu.edu) (also known as [canvas.asu.edu](http://canvas.asu.edu)) bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ( [Chrome](#) , [Mozilla Firefox](#) , or [Safari](#) )
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ( [Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## 4. Course Assignments/Tasks

### i. Discussion Board Posts (20 points per DB)

I will post a discussion question prompt during each module to guide your post regarding readings for the module. Your discussion comments should reflect the depth and breadth of your understanding of the readings as well as questions or assumptions you may have regarding course materials and personal observations and experiences. Your discussion comments are **due on the deadline no later than Wednesday 11:59PM -- that's the moment before midnight -- of each**

**Module. I encourage you to complete your post prior to the deadline so you have time to review and respond to your classmates.**

Your responses will draw on course readings and media materials. If you **disagree** with the position of the author, state the reason for the disagreement and offer evidence to the contrary. (Please do not use the discussion board to regurgitate unsubstantiated ideological opinions or “talking points”).

A complete assignment includes both your original substantial original post/thread and **at least one** thoughtful reply to a peer’s post.

### **Length:**

It is difficult to assign "**length**" of posts (or an exact word count) as some people tend to write concisely and others may not. Still, please keep in mind the following suggestions and read closely the [Guidance about Preparing Course Materials and Completing Assignments](#).

\*Two to four sentences are unlikely to make a substantive post.

\*300-400 words are generally sufficient (one to two good sized paragraphs - or three-four shorter paragraphs). If you paste the question into your response, this should not 'count' as part of your total.

\*When responding to your peer's thread/response, be sure to include something specific from the reading, lecture or videos for that week. This tells me you are reading/viewing all material and engaged in the course.

Please watch the recent movie by Mila Kunis- “Luckiest Girl Alive” before the starting of your class. I will ask you write about it in your introductory discussion post.

## **ii. Module Quizzes (25 questions x 1 point each = 25 points per quiz)**

Each module has a 25-question Quiz on that module's materials. You have 60 minutes to take the test. You will be best prepared by reading all required pages, viewing all required films/videos and lectures provided in each module.

## **iii. Final Assignment: Op-Ed = 100 points**

This activity is designed to help you demonstrate your comprehension, analysis, and application of key concepts, issues and challenges presented in the course. Detailed guidance is available in Module for this assignment.

**Note:** While I am most concerned with your paper’s content and quality, I will grade according to the organization, structure, and clarity of your ideas, as well as your syntax and spelling. ***Please be sure to proof-read/edit all written work before you submit it.***

#### \*\*\*\* Use of Reference

I take referencing very seriously so does ASU. Please follow the proper referencing style you prefer. Avoid copy-pasting, paraphrase them and must use the in-text reference [Author surname, year, page number]. If you use the required class textbook reference, only in-text references are good. You can avoid bibliography in that case. However, if you use any other sources, please use both in-text references and bibliography. For more referencing policy and style please [Click here](#).

#### A word of caution on the use of internet resources:

The internet can be a very effective research tool, which is easy to search and use. As you will notice in the syllabus, certain readings and recommended resources are drawn from the web. However, students should be aware that if they choose to use internet resources for the purposes of writing their research paper that the same rules of academic ethics apply. The reason for this is that the information posted on the internet is not necessarily reviewed for accuracy and quality in the same way that print books, print journals and print media are reviewed. When using the internet, it is your responsibility to be critical in order to judge the quality of sources.

#### Submitting Assignments

Please submit all assignments, unless otherwise announced, in the designated area associated with each assignment on the course website. **Please do not submit an assignment to me via email, because it is likely to get lost in the never-ending pile of messages in my Inbox.**

**Assignment due dates follow Arizona Standard time.** If you are either located outside of Arizona, or are in [Navajo Nation](#), click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time. This means that **our clocks do not change** when other time zones change. As a result, during part of the year (March - November) we align with Pacific Daylight Time in California, and then during the other part of the year (November-March), we align with Mountain Standard time in Denver. All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas.

### 5. Grading and Student Success

Your grade will be determined based on the following grading schema:

Grade	Percentage
A+	97-100%
A	93-96%

A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
E	Below 59%

## Late or Missed Assignments

Notify me **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1+(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

You also might want to search for help using the [Student Canvas Guide](#).

## Student Success

One of the goals of a liberal arts education such as justice studies is to help students enhance their ability to engage in thoughtful reflection and dialogue about issues that matter. Among other skills, this kind of learning requires self-knowledge, deliberative reading or viewing with a purpose, and respectful discussion, notwithstanding any gaps in unarticulated assumptions or differences of opinion or position. Please be timely, thoughtful, and courteous with your classmates and me in all forms of communication. Since you have read this far, consider sending me an email no later than the second official day of our course at 11:59PM with the name of your favorite book, movie, video game, place, or food, and you will earn a point.

Your overall purpose is to identify and assess main ideas and arguments in course materials, discover new terminology or new ways of using common terms, reflect on how the parts and pieces of what we are learning are related or work together, view the material in light of what preceded it or is assigned alongside it (or what you have studied or are studying now, or know from personal or professional experience), consider how the content aligns with or challenges your understanding of the world, imagine how you might use the knowledge or skills in real life, note questions or comments you'd like to raise in class or conversation, and practice explaining some of what you have learned to someone not taking the class.

You will find a set of orienting questions or prompts within each module and alongside most course materials for you to take with you as you read or view the material.

Take notes before, during, and/or after you read the material, by hand, if possible, or using a computer as needed. Keep notes in one place: file, notebook, etc. so that you can return to your course archive in-the-making. Course notes can include text, images, charts, maps, etc. You may need to read the material more than once. This is normal and recommended. Taking these steps in an intentional way will not only help you engage in this course, but also help you integrate course content with what you already know: marry the new to the old.

Student engagement in the course matters. Your engagement, on your own, with peers, and with me, helps create a challenging and meaningful learning environment for us all. I invite you to share relevant commentary and ask informed questions, etc. Reading and reflecting on course materials and thinking through how one module's materials are related to prior modules' materials or current events will also make this course more valuable.

Your success in this class is important to me. A tip from students who have taken my courses: Students who set aside dedicated time and space to explore and delve into course materials tell me that they are able to more easily navigate new concepts, and better integrate self-reflection with critical analysis. Research offers a key insight to enhance your learning experience: multi-tasking may feel productive but actually results in diminishing returns.

Life is full of ongoing as well as unexpected needs. Please let me know as soon as possible if there is something preventing you from learning in this course. We'll develop strategies to meet both your needs and the requirements of the course.

To be successful:

- connect with your peers online and offline
- check the course daily
- read announcements
- read and respond to the course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with me and your peers if needed
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) and ASU's [It Takes a Village](#) overview of resources



- In general, JUS courses in the 7.5-week sessions require you to spend about 6 hours per credit hour per week on coursework. Since this course is 3 credits, expect to devote at least 18 hours per week to coursework.
- Please remember that this is a very short reading intensive class. So, please review the course materials once available so that you can take a proper decision whether you will continue with the class or not.

## Course Calendar

Our course is organized into seven learning modules. Each module includes required and recommended course materials as well as assignments. In terms of deadlines, all assignments are due at 11:59PM AZ time. Course assignments are listed in the course calendar, which is located on the right-side column under “*View Calendar.*”

## Methods of Evaluating Your Learning

Your grades will reflect attention to suitable content, rigor of argument, and style. You will be evaluated based on the relevancy of your remarks and writing (i.e. comments should reflect the topics/issues and guidelines), and how well you have directly connected your comments to course materials and other sources (e.g. have you based your comment on class materials, citing where appropriate?). Moreover, how substantive are your arguments? To what extent is your commentary reflective of critical thinking and meaningful analysis rather than simplistic descriptions? How well do your comments/questions demonstrate that you have read and processed course material? How well do you harness evidence to back up your claims to create a complete argument? Do your assignments demonstrate growth and incorporation of feedback? Be sure to explicitly define terms, use your own words, and reference course materials, to help demonstrate the depth and breadth of your understanding and growth over time.

1) Syllabus Quiz	= 10 points
2) Module Discussion Board Post/Response	7 x 20pts = 140 points
3) Module Quizzes	6 x 25pts = 150 points
4) Final Assignment	= 100 points
	<b>= 400 points</b>

## Communicating With Me

### Community Forum

This course uses a discussion thread called “[Community Forum](#)” for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. I encourage you to respond to your classmates' questions and comments.

Please direct questions of a personal nature to me via Inbox (Canvas email). You can expect a response within 24-48 hours.

This course uses a **"three before me" policy** in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me or Sultana our teaching assistant to reply to your individual questions:

1. Course syllabus
2. Announcements when you log in
3. The "Community Forum" discussion board

This policy will help you in potentially identifying answers before we can get back to you and it also helps me from answering similar questions or concerns multiple times.

## **Zoom**

You can use [Zoom](#) from within our Canvas site to meet with classmates and/or with me. First login to <https://asu.zoom.us/> and then you will be able to invite others to your Zoom room.

Here is a student guide to using Zoom from ASU University Technology Office (UTO): [https://docs.google.com/document/d/1zDbsZB0KE90rWFeQJYNYFzNiz2TJ5yR\\_47\\_iGmLXAwI/edit?usp=sharing](https://docs.google.com/document/d/1zDbsZB0KE90rWFeQJYNYFzNiz2TJ5yR_47_iGmLXAwI/edit?usp=sharing) & a link to additional Zoom guidance: <https://uto.asu.edu/zoom-learning>.

## **6. Usability, Design, and Accessible Learning Resources**

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions that maintain the intent of the content, learning activity, or assessment. You are also welcome to contact Students Accessibility and Inclusive Learning Services (SAILS) (formerly known as the Disability Resource Center) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. (Thanks to University of Arkansas Disability Resource Center for suggesting this wording).

Students who feel they will need accommodations in this class but have not registered with SAILS should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

## **New to online courses at ASU?**

For guidance, visit the [Student Canvas Guide](#). Here are a few tips and resources at ASU:

[What Sun Devils Say](#)

[Succeeding Online at ASU](#)

[Support at ASU](#)

## **Need some extra support?**

Mental health is something each of us needs to pay attention to. Here is a [Roadmap to Mental Health](#) for doing a quick check-in with yourself or other people. We all move back and forth on a continuum: in crisis-struggling-surviving-thriving-excelling.

[ASU Counseling Services](#) are available 7 days a week to any student. ASU Counseling Services is fully committed to the emotional health and wellness of ASU students. They will provide same day access to a clinician, 7 days a week. See details on their website on how to contact them: <https://eoss.asu.edu/counseling>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

### **Tele-mental health:**

- Monday – Friday: 8 a.m. to 7 p.m. – Telehealth consults
- Saturday – Sunday: 12 p.m. – 4 p.m. – Telehealth consults
- Outside of office hours, call ASU’s Dedicated Mental Health Line through EMPACT to speak immediately to a counselor 480-921-1006.
- Appointments available by telephone or HIPAA-compliant tele-mental health consult sessions. If you are outside of Arizona, please give us a phone call at 480-965-6146.

### **Social and emotional health drop-in sessions:**

ASU Counseling Services wants to support every aspect of your wellness. We've organized to deliver virtual, psycho-educational, drop-in webinars at no cost to you. Each webinar is focused on helping you thrive during this time of transition. These, 60-minute drop-in sessions are designed to assist with coping, by providing discussion and skills for those in attendance. These sessions do not provide mental health treatment. If you would like to speak with an ASU counselor, call us at (480) 965-6146. If you are experiencing a mental health emergency, please contact 911 or EMPACT at (480) 921-1006 for emergency mental health services.

### **ASU virtual services and resources for students**

ASU provides a number of virtual services and resources for both in-person and online students: <https://eoss.asu.edu/virtual-resources>. Virtual services and resources include: [Devils 4 Devils](#), a student group, which has built an entire “tv channel” filled with peer to peer fun/quirky/connection offerings for students to be social/connected, and they built an incredible offering of such opportunities.

## COVID-19

I will be checking in with you on a regular basis, but in the meantime, or at any point if your circumstances change, please let me know so that I can work with you to help you adjust or achieve your goals. Each of you is experiencing the pandemic in ways both familiar and unique. You may be grieving the loss of family and friends, or be disturbed by the conditions in which you now live, learn, work, etc. You may have health concerns, new or more intense responsibilities, food insecurity, housing instability, employment or financial pressures, etc. Some of you are living in town and others are located elsewhere, so the impact of the pandemic will vary.

ASU **strongly recommends that** all students enrolled in an on-campus academic program for/after 2021-22 be vaccinated. For those of you located in the United States, the vaccine is currently widely available. Vaccine appointments are also available through the ASU Health Center. Once vaccinated, students should upload proof of vaccination to their [ASU Health Portal](#). ASU will accept all COVID-19 vaccines that are approved by the [World Health Organization](#) or a national regulatory agency. If you have any questions about the COVID-19 vaccine, you can visit our [vaccine FAQ page](#) or contact ASU Health Services at 480-965-3349 or [immunizations@asu.edu](mailto:immunizations@asu.edu). ASU has its [plan and resources](#) including [ASU Health Services](#), and [ASU testing information site](#).

All classes will follow the COVID-19 protocols required by Arizona State University. Detailed information regarding policies, testing and accommodations at the university can be found at:

<https://www.asu.edu/about/fall-2021>

<https://provost.asu.edu/fall-2021-learning-expectations>

<https://www.asu.edu/about/fall-2021#face-coverings>

For the most up-to-date information regarding COVID-19 please visit ASU's Health Services website at <https://eoss.asu.edu/health/announcements/coronavirus>.

ASU Student Support is available by phone at [1-833-525-0610](tel:1-833-525-0610) or use the live-chat option at <http://uto.asu.edu/experiencecenter>.

**If you are feeling sick, for any reason, please do not attend in-person class sessions. Contact your instructor for alternatives as soon as possible.**

Please note that the ASU administration has told faculty the following information:

**It is difficult to learn when you are hungry, unsafe, or insecure about your wellbeing.**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, persistent

discrimination, violence, or trauma, including [sexual violence](#), and believes this may affect their wellbeing and/or performance in the course, is urged to contact one or more of the following for support:

ASU [Dean of Students](#) - Student Advocacy and Assistance (480-965-6547)

ASU [Counseling Services](#) (480-965-6146 or after business hours, 480-921-1006)

ASU [Campus Safety](#) (**Emergency 911**; Non-emergency, 480-965-3456)

ASU [Financial Aid](#) (Contact your success coach for assistance at 844-691-2240)

[ASU Pitchfork Pantry https://universitycollege.asu.edu/pitchfork-pantry](https://universitycollege.asu.edu/pitchfork-pantry)

ASU [student list of basic needs resources](#)

Because online students live in various locations, search online for "basic needs information and referral" or "crisis hotline and services" to access resources or advocacy organizations near you.

Please notify me or your other professors if you are comfortable in doing so. This will enable us to provide any resources that we may be aware of or have access to.

(This statement elaborates on one originally developed by [Professor Sara Goldrick-Rab](#)).

### **Are you a parent or a person responsible for caregiving?**

Please consider sharing your student-caregiver status to me. This is the first step in my being able to accommodate any particular needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

### **Are you a military veteran or dependent?**

ASU has been rated as a "[Military Friendly School](#)." We have a [checklist](#) for military veterans and dependents using or [applying for benefits](#), as well as the [Pat Tillman Veteran Center](#), where you can find information about scholarships and other resources and [support services](#). To find what you need, please contact:

ASU Online [Military Student Support](#)

militaryonline@asu.edu

480-884-1906

480-522-3058 Fax

## **Are you a DACA student, an undocumented student, or member of a mixed-legal-status family?**

[ASU DREAMzone DreamZone@asu.edu](mailto:DreamZone@asu.edu)

Office hours are open to support and provide services to all our DACA, Undocumented, and students of mixed legal status families.

[DREAMzone](#) has a fairly active Facebook page you can follow for updates - search for @DREAMzoneAtASU. There is also a FB page for Undocumented Students for Education Equity at ASU - search for @USEEASU.

## **Are you a member of the LGBTQ+ community?**

LGBTQ+ students and allies can visit [Out@ASU](#) for campus and community resources local to ASU. You also can visit [Campus Pride](#) for additional higher education resources.

ASU has guidance about [trans-related concerns](#), including display name change: If you are a student looking to change your name in certain ASU systems without legally changing your name, you can submit a Preferred Display Name Change request by completing the following form: [students.asu.edu/forms/preferred-display-name](https://students.asu.edu/forms/preferred-display-name). Once your request is processed, it will take 72 hours for the name change to take effect. The requested change to your display name will update some ASU systems but not others. The display name will change in the Global Address List, ASU Mobile App, Canvas, Email Name (Outlook and Gmail), Google Apps, ASU Directory, and MyASU. Please note: This process will not change your ASURITE.

You are welcome to send me a note indicating how you'd like to be addressed, and/or include your name and/or pronouns in the Getting to Know You discussion post, a question I ask each student to answer.

## **Interested in studying abroad?**

I studied abroad at the Hebrew University of Jerusalem during the spring semester of my junior year when I was an undergraduate at Duke University. The experience was transformative. Before I left the United States (for the first time), I planned on going to law school. When I returned, I decided that I would pursue a doctorate in Anthropology.

ASU offers a wide range of study abroad opportunities, including a new virtual global internship! Take a look at the live workshops or on-demand webinars available on their website: <https://mystudyabroad.asu.edu/>. You also may want to contact a member of the Study Abroad staff: <https://mystudyabroad.asu.edu/content/study-abroad-office-staff-directory>

## **ASU Online Course Policies**

View the [ASU Online Course Policies](#)

Academic Integrity also means you **cannot copy your own work from a prior class in any different class without express written permission from both professors.**

Also - see highlighted policies below:

## **Reporting Title IX Violations**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## **Policy on Sexual Discrimination**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

## **Prohibition of Commercial Note-Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## **Accessibility Statements**

View the [ASU Online Student Accessibility](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.