

**In-Service Education
COURSE SYLLABUS**

SOCS 5210.04
COURSE NUMBER AND SECTION

Judith Meredith
INSTRUCTOR

Domestic Violence: Effects In & Out of Classroom
COURSE TITLE

Summer 2004
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description:

(Provide details of student focus, rationale, scope, and prerequisites)

This course will examine domestic violence and its effects on children, power and control dynamics both in and out of the classroom, strategies for using alternative methods for managing the classroom, respecting and valuing both male and female aspects of personality in children. Community resources that address domestic violence issues will be explored.

2. Learning Outcomes:

(Goals, objectives, course outcomes, etc.)

Teachers will learn the dynamics and indicators of domestic violence, effects on children, power and control dynamics that exist in all aspects of society, use of alternative methods in managing children in the classroom, and how to respect and foster gender androgyny.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

MEETING 1:

- A. Overview of class and expected learning outcomes and expectations of students.
- B. Class participation activity: Assessment of gender characteristics of class participants by use of Bem's Androgyny scale followed by discussion of issues related to how teachers respond to male/female students.
- C. Lecture on Power and Control Wheel/Equality Wheel. Class participation activity: Four types of power-which am I using and which are most effective in classrooms?
- D. Lecture on Lenore Walker's Cycle of Violence theory, continuum of power and control behaviors, and class discussion.
- E. Media contribution to gender stereotypes and violence-class activity and discussion
- F. Viewing of video "Faces to Fear" followed by discussion.
- G. Explanation of paper and student presentations due next session. Handing out of and approval of suggested topics/books for papers.

MEETING 2:

- A. Student presentations of researched topics/books- students present their papers and accept discussion questions from class members.
- B. Lecture and discussion of effects of domestic violence on children and family dynamics-roles and behaviors of children at home and in classroom.
- C. Video- "The Crown Prince" followed by discussion.
- D. Post Traumatic Stress Disorder- is it ADHD or PTSD?
- E. Students work in dyads to discuss role-play classroom scenarios involving various issues (including teen dating violence situations-middle school and high school) and effective methods of approaching the situations.
- G. Test over issues covered in classes. Course evaluations and feedback for instructor.

4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Selected journal articles and lecture hand-outs

Audio-visual/other: "The Crown Prince", "Faces of Fear"

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Paper(s): One paper due at time of second meeting on related topic or book using outside references. 30%
- b) Examinations: One examination at end of course. 15%
- c) Class presentation: Paper will be presented during second class meeting. 25%
- d) Participation (Participation is not sufficient to determine a large percentage of the grade): Participation in discussions, participation in dyad assignment. 30%

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

