LDR6470: Bystander Strategies SEC 01 Winter 2018 CPS Quarter Graduate

Professor: Michelle King, Esq.  
508-523-8685  

Office Hours: By Individual Appointment  

E-mail: mkingada@hotmail.com  

Class Times: One 1.5 hour online class per week, Tuesday night  

Classroom: Blackboard

Special Accommodations for Students (ADA):
“Northeastern University is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1972. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Resource Center located in the Center for Counseling and Student Development or call (617) 373 – 2675 or TTY (17) 373 - 2730 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness in this setting.”

I. COURSE DESCRIPTION:
The on-line course offers participants the opportunity to learn about the theoretical and practice models used to understand and respond to gender based violence. Particular attention will be given to bystander models of prevention. This interactive course is designed for students who are interested in research and practice directed at youth. Students will explore topics such as battery, gender roles, teen dating violence, sexual harassment, sexual assault/rape and homophobia as facets of men’s violence against women. The course will emphasize trainer skill development for public health and social professionals. This course will instruct participants on how to effectively convene and facilitate public discourse about gender-based violence utilizing the Mentors in Violence Prevention Curriculum with high school and college populations. Students will apply these concepts in service-learning opportunities.

ONLINE INTERFACE
This course will use an asynchronous online class management system called Blackboard (NUOL) that allows students to view course material, assignments and grades using the Internet. Additionally, a weekly synchronous class meeting will be held on Adobe Connect to provide live, interactive discussions.

PREREQUISITES: None

COURSE METHOD:
This course will be conducted as an on-line, asynchronous course with class sessions being held weekly for a 1.5 hour period each on Tuesday nights from January 8, 2018 – March 7, 2018. Classes will be interactive using a variety of methods including a lecture-discussion format, facilitation and group project (scenario-based learning) approaches. On-line facilitation and readings will illuminate the theoretical underpinnings, ethical aspects and practical applications of bystander theory, gender role development, violence prevention, and social justice related to men’s violence against women. Class discussions will
require the student to understand, synthesize, analyze and apply information presented on-line, readings, and outside research activities in order to solve a strategic problem or ethical dilemma as related to gender violence and social justice.

COURSE OBJECTIVES:
This course is intended to be a key context course in the program by providing students with the knowledge and skills applicable to the process of leading, planning, facilitating, implementing and evaluating a gender violence prevention program in a secondary educational setting. Key elements of gender studies and bystander education will be considered including the role of women and men, intervention strategy formulation, environmental analysis, and strategy implementation in creating and sustaining a community or school which is free of gender based violence. A primary goal of this course is to develop effective facilitators, who can lead discussions around gender based violence, as a primary prevention strategy. Theories of social/distributive justice will also be examined in helping to define and describe ethical and equitable practices within a gendered context.

Learning Outcomes:
Students will have the opportunity to:

Raising Awareness
• Develop a critical understanding of the concepts, theories and tools of bystander education and gender violence prevention. To examine and gain an understanding of the processes useful to primary prevention education, planning, and effective policy development in a strategic context related to gender violence in high school and college populations.
• Understand the influence of critical factors such as socio-economics, ethnicity, race, and disability in gender violence

Open Dialogue
• Learn the proper facilitation skills to lead discussions with high school and college populations on gender violence prevention

Challenged Thinking
• Examine how battery, gender roles, sexual harassment, homophobia and sexual assault, play a role in maintaining gender violence and sexism.
• To personally think about how gender violence affects participants lives on a daily basis.

Inspired Leadership
• Develop a personal/professional philosophy for gender violence prevention and education.
• Assess and critically examine the techniques and tools described in the literature in relation to their applicability and utility to the practice of ethical and socially responsible violence prevention education.

Course Policies:
As noted on the Northeastern University Website, certain policies are left to the discretion of the course instructor. Each student’s final grade will reflect the level and quality of his/her participation. Please keep the following in mind! Each student is expected to have read the assigned material prior to class in order to maximize his/her contribution to class discussions. Class participation can make a difference for everyone.
Course Attendance Policies:
- Class attendance is required of all students. Students are expected to be punctual, to be prepared, and to participate in online class discussions and activities.
- Falsifying the reason for an absence to make an unexcused absence appear to be an excused absence shall be considered a form of academic dishonesty and dealt with as described below.
- Students who are absent when scheduled for an in-class presentation or peer evaluation will receive a 0 for their required presentation and/or peer evaluation, unless excused.
- Excessive absences may also lower a student’s class participation points thereby contributing to a lower final grade in this course.
- Students needing to take an excused absence must inform the professor prior to class (preferably 24 hours in advance). Students are responsible for making arrangements in advance with the professor to make up their work missed by their excused absence.
- Students, who have circumstances that prevent them from fulfilling course expectations as outlined in this syllabus, can petition the professor to deal with their concerns on a case-by-case basis.

Assignment Deadlines & Requirements:
- Assignments are expected to be posted online on the assigned due date.
- Exams must be taken during the scheduled examination times without exception. Except for excused absences, these cannot be made up. No additional time will be allotted for tardiness.
- All assignments are to be professional in appearance (i.e., APA style, typed, double-spaced, stapled, with page numbers, headings and appropriate citations and include a student’s name on each page).
- Any student who fails to turn in all REQUIRED WRITTEN ASSIGNMENTS for this course will receive a failing grade for the course.

Evaluation and Student Assessment:
Students will be asked periodically to assess and evaluate their learning and comprehension of course presentations and activities. This will be done both formally (confidential questionnaire) and informally through questions from the professor. Students will be asked to conduct a written evaluation of themselves and their group members with respect to the individual/group project. Other self-assessments maybe requested throughout the course of the semester. All students will be asked to complete a standardized, confidential course evaluation (CTE) upon completion of the class.

Academic Integrity:
Northeastern University is an academic community which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. Practices such as dishonesty, plagiarism, cheating, and misrepresentation in documents by a student or students are extremely serious acts and will result in appropriate consequences which may include a failing grade for the course. It is expected that ideas that are taken from articles, books, electronic sources will be properly noted in all written papers submitted. It is important to remember that to copy or to paraphrase someone’s work without proper reference is plagiarism. Please read and become familiar with the proper guidelines (APA format) for referencing any materials used in your work. Failure to follow these guidelines will result in an “F” for an assignment and/or dismissal from the course.

Respect:
As with any gender violence class or discussion, all participants have varying views and opinions about the many issues of interpersonal violence. This class is a forum to talk about gender violence and how it affects young people, but more importantly for the student to think about how these issues affect them.
professionally and personally. The conversations may not always be comfortable. No one has the right or wrong answer to these issues. At times, we will disagree about a particular issue. Disagreement and vigorous debate is good, as long as it is respectful. If I am doing my job, those differences will come out and will be discussed. Although as a group, we may not come to agreement, we can learn from each other’s perspective. In this class, I will be asking you to be open to other people’s perspective. You may not always agree with others, but I expect that you will be respectful to them.

**Grading Procedures and Changes to Syllabus:**
The professor reserves the right to modify or change any of these requirements and give sufficient notice to students as to the specified changes. If any expected assignment, unit or module of this course is deleted or an additional assignment is added, the grading weight will shift accordingly.

II. COURSE REQUIREMENTS & BASIS FOR GRADING

**Evaluation:**
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>20%</td>
</tr>
<tr>
<td>Blackboard Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Service Learning Project:</td>
<td>20%</td>
</tr>
<tr>
<td>Service Learning Reflection Paper</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

**EXAMS:**
There will be no exam for this class. If there appears to be a problem of students not reading articles or not completing online assignments, the professor reserves the right to provide “pop” quizzes as needed or a final exam to ensure the class goals are met.

**Reading Summaries:** Each week students will summarize an article from that week’s readings. Each student will write a two-three paragraph summary on an article of their choosing to be submitted online. The summary should include the author(s)’s hypothesis/thesis, findings, argument, and conclusion. Additionally, the student will be asked to write their critique of the article based on personal reaction, class discussion and other assigned readings. Reading Summaries are due each week on Mondays at 10:00AM.

**Agree/Disagree/Unsure Statements:** Each week an Agree/Disagree/Unsure statement will be posted as a discussion starter. The questions are designed to initiate dialogue at the beginning of each week’s educational unit. The Students will need to decide if they agree, disagree or are unsure about that week’s statement. The participants will then choose the side they really believe in, because write an explanation as to why they made their choice. Agree/Disagree/Unsure are due each week on Mondays at 10:00AM.

**Facilitating MVP in an Academic or Community Setting:** TBD
This course will utilize Service-Learning (S-L), a form of experiential education which is integrated into your overall course curriculum. After going through the gender violence curriculum as a participant for the first 8 weeks, students will work for the remaining part of the semester to on an S-L research project. Students will identify a service learning site at either a youth serving organization, school, athletic team or student group. Participants will then plan, facilitate, and debrief at least 2 hours of bystander gender violence prevention education with young people at their service learning site. All homework assignments will relate directly to this
project in order to help you better facilitate the curriculum. Weekly agenda creation and training
debrief forms will be required to be completed as assignments. Students will also record and
upload their training for classmates and professors’ review and feedback. Additionally, a
reflection paper will be required at the end of the service learning.

**Service Learning Reflection Paper:** After service learning is completed, each student will be
expected to submit a 4-6 page reflection paper on their experience leading and facilitating gender
violence prevention education at their site. Students should discuss how they felt about their
service learning and leading discussions around gender based violence. The paper should
include, but is not limited to, the following topical areas; obstacles faced, challenges overcome,
insights they had while facilitating, reaction of participants to the curriculum, lessons learned and
their overall experience at the service site.

**IF THERE ARE ANY QUESTIONS ABOUT THE COURSE EXPECTATIONS OR GRADING
POLICIES AS SET FORTH IN THIS SYLLABUS, BE SURE TO RAISE THEM AT AN EARLY
STAGE IN THE COURSE. THE PROFESSOR RESERVES THE RIGHT TO ALTER OR
MODIFY ASSIGNMENTS AND GRADING ASSESSMENT VALUES AS REQUIRED. NOTICE
OF SUCH CHANGES WILL BE PROVIDED IN WRITING TO THE CLASS IN A
REASONABLE TIME PERIOD.**

---

**Winter ’18  Bystander Strategies  Course**

**Week 1**  **Review of Course Requirements & Expectations**  NO ONLINE CLASS THIS WEEK

**Week 2**  **MVP History**

**Background:** This part of the training provides the historical context for the creation and development of
MVP. Additionally, it provides participants with the educational pedagogy of the program and the
programs goals. This segment establishes the programs credibility, as well as the facilitators’ knowledge
of MVP.

**Goals:**

- Provide historical background for the creation of MVP
- Inform participants about the educational pedagogy of the bystander approach
- Review MVP program goals

**Readings:**

- “Restructuring Masculinity”.
- “The MVP Program: A Focus on Student Athletes”.
- Additional readings may be posted online
Week 3  Battery

This week allows for participants to discuss battery and creates an open forum to hear ideas about self-defense versus physical assault. Moreover, it establishes a point for discussion about bystanders’ role in situations of battery.

Goals:

- Introduce the issue of battery
- Provide a safe environment for participants to share their thoughts about battery
- Personalize the issues of men’s violence against women
- Highlight the powerful role of the bystander in these situations
- Clearly communicate the impact of an assault and battery

Readings:

- “Working with Men to Prevent Violence Against Women”.
- "Ending Gender-Based Violence: A Call for Global Action to Involve Men”.
- Additional readings may be posted online

Week 4  Gender Roles

Background: This class explores the role of stereotypical gender roles in dominating relationships and social interaction. Also, it highlights the potentially damaging role these stereotypes have on women and men and often lead to unhealthy behaviors.

Goals:

- Introduce the concept of gender roles
- Allow participants to share their perspectives about gender roles
- Illustrate how society constructs gender roles that have a negative impact on human behavior and development
- Illustrate how language is utilized to manipulate & control gender identity & practice
- Empower participants to identify & resist gender “policing” and to develop their own identity
  Provide participants with skills to deconstruct media images
- Illustrate the impact media has on creating and reinforcing gender roles in our society

Readings:

- “Suicide by Mass. Murder”
- “I Used to Think Women Were Weak’: Orthodox Masculinity, Gender Segregation, and Sport”
- “FEMININITY, MASCULINITY, PHYSICALITY AND THE ENGLISH TABLOID PRESS: The Case of Anna Kournikova”.
- “The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events”.
- Additional readings may be posted online
Week 5  
**Sexual Harassment**

**Background:** This scenario introduces the subject of sexual harassment. It provides an opportunity to discuss the issue of sexism and objectification in situations that do not involve explicitly physical violence. It also can open up discussion about men’s attitudes toward women’s appearance and sexuality.

**Goals:**
- Create a safe space for participants to discuss the issue of sexual harassment
- Develop concrete options for intervention in situations of sexual harassment for participants
- Raise awareness about the victim blaming nature of our culture

**Readings:**
- “Targets and Witnesses: Middle School Students' Sexual Harassment Experiences”.
- “The Sexual Harassment of Uppity Women”.
- “Sexual Harassment: Violence Against Women in the Workplace”.

Additional readings may be posted online

Week 6  
**Rape and Sexual Assault**

**Background:** There is a startling amount of confusion and misinformation regarding sexual consent. This class session is designed to engage participants in discussion about what consent is and what it is not. This session also provides the opportunity to discuss consent when alcohol and other drugs are introduced.

**Goals:**
- Engage participants in discussion about sexual consent
- Challenge participants’ assumptions about sexual consent
- Engage participants in a discussion around issues of sexual consent and alcohol
- Provide participants with the skills to intervene in a possible sexual assault or rape
- Establish understanding of dynamics that need to be present to ensure consensual sex

**Readings:**
- Dr. David Lisak, “Repeat Rape and Multiple Offending Among Undetected Rapists”
- Dr. David Lisak, “Understanding the Predatory Nature of Sexual Violence.”
- Dr. Karen Weiss, “The Psychological Consequences of Sexual Trauma”.
- “Rape Prevention and Risk Reduction: Review of the Research Literature for Practitioners”
- Additional readings may be posted online

Week 7  
**Heterosexism**

**Background:** This class session is used to introduce homophobia/heterosexism. The purpose of is to illustrate how normalized heterosexist language perpetuates homophobia and men’s violence against women. Additionally the class addresses the harassment of a LGBTQ community and gay-bashing, also it partially serves as a consciousness-raising session about male sexual identity.
Goals:

- Engage participants in discussion about homophobia
- Provide a forum to discuss homophobic language Link the concepts of homophobia with men’s violence against women
- Illustrate how homophobia silences men and women from speaking out about men’s violence against women
- Provide participants with skills to interrupt and intervene when faced with heterosexist/homophobic language or incidents

Readings:

- Dr. Eric Anderson, “OPENLY GAY ATHLETES: Contesting Hegemonic Masculinity in a Homophobic Environment”
- Dr. Suzanne Pharr, Homophobia: A Weapon of Sexism
- Additional readings may be posted online

Week 8  
**Sexism/Facilitation 101**

**Background:** This class is used to illustrate that any number of seemingly harmless behaviors can progress into more blatant forms of violence and abuse. Sport in Society has a very clear and proven method of facilitation. This activity will review helpful tips and strategies for facilitating MVP.

**Goals:**

- Educate participants about how subtle forms of sexism, if left unchecked, can escalate to all levels of the pyramid
- Challenge participants to understand the role of language & jokes in supporting a hostile and sexist culture
- Empower participants to understand the importance of confronting misogynistic language, jokes, etc. in their everyday lives
- Establish facilitation expectations and best practices for the MVP Curriculum

**Readings:**

- Additional readings may be posted online

Week 9  
**Service Learning**

Week 10  
**Service Learning**

Week 11  
**Class Presentations**

Week 12  
**Class Presentations**