

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD5021S

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Statement of Faculty Senate Action:

APC Document 43 (LA): Add new course: LA 110, Rape, Aggression, Defense: R.A.D. Self Defense & Empowerment

Effective Date: Fall 2021

1. Add: On page 298, new course: **LA 110 Rape, Aggression, Defense: R.A.D. Self Defense & Empowerment**

110 Rape, Aggression, Defense: R.A.D. Self Defense & Empowerment (2)

An introduction to basic self-defense skills, escape and avoidance strategies, defensive techniques, and simulated attacks. The course explores violence prevention, victim-abuse community services, examines rape culture and inquires as to why we need to teach women and men a means to protect themselves rather than eliminating a culture that tolerates sexual harassment and assault. Furthermore, we discuss behaviors that promote this culture and look at ways to eliminate them.

Basic fitness principles, including strength, flexibility, and cardiovascular fitness are discussed as they relate to the student's ability to practice and perform self-defense skills. Grading is S/U. This class is offered every year by the sponsoring departments of Campus Safety and Student Affairs.

Impact: In this elective course, students will learn methods to avoid becoming victims, and practice self-defense techniques so that if faced with violent action these strategies become viable considerations for the individual.

- a. Student Learning Objectives: After completing this course, students will be able to:
 - define what fear is and what fear is not.
 - identify strategies that will reduce the risk of being attacked physically.
 - identify vulnerable areas on a body that are prone to injury.
 - identify weapons on our body that can be used for defense.
 - demonstrate R.A.D. approved skills.
 - recognize, understand and communicate the influence that media and culture has on the prevention and normalization of sexual assault and rape.
- b. Expected Class Size: 22 Students. The course was offered as a Special Topics class in Spring 2020 and enrolled 19 students.
- c. The amount of scheduled class time: 3hrs and 45 minutes/ week (for a 2 credit half semester class)
- d. Instructional format: Hybrid lecture/physical practice/lab (simulation)

e. Any specialized space or material needs: No new materials are required; we currently own the safety equipment. We need an open space and safety equipment (body shields, hand targets, head gear, gloves, body (trunk) protection, shin guards, arm guards, etc) to practice actual self-defense techniques.

The course is currently taught by two staff members, the Health Promotions Coordinator and the Director of Student Development. Two additional R.A.D. instructors are certified to teach the physical part of the class. The lecture part of the class can be taught by one person. Two additional Student Affairs members can help with the lecture part if necessary.

Rationale: 1 in 4 college women and 1 in 6 college men experience situations that could become violent. This class teaches students to think critically about risk management, risk reduction and how to extract themselves safely from potentially dangerous situations. Further, this course is experiential, allowing students to practice techniques and complete a class that allows them to use the techniques they have learned in a simulated scenario. Finally, this class helps students recognize that they must take responsibility for their actions (not actions imposed upon them) and to move beyond fear and into action.

This class is beneficial because as students acquire critical thinking skills, inquire from a range of perspectives, hone effective communication and diverse forms of expression, and engage the local and global spheres, they become lifelong learners, ethical thinkers and practitioners of sustainability and invaluable society members whose transformative education enables them to flourish, responding to the world that lies before them and acting as responsible citizens and leaders.

In keeping with the mission of the University of North Carolina Asheville, the Liberal Arts Core captures the development of human capabilities, disciplinary knowledge, the application of knowledge to new settings, and creative solutions to increasingly complex problems. As an indication of our commitment to working together and to crossing disciplinary borders, the Liberal Arts Core conveys the sort of shared guidance possible when disciplines collaborate for the mutual benefit of students and faculty and the fulfillment of the university's mission.