

Coffeyville Community College

#SOCI-290

COURSE SYLLABUS

FOR

**PROBLEMS IN SOCIOLOGY:
CHILD ABUSE**

**Mike Arpin
Instructor**

COURSE NUMBER: SOCI-290 **COURSE TITLE:** Problems in Sociology: Child Abuse

CREDIT HOURS: 2

INSTRUCTOR: Mike Arpin

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OFFICE LOCATION: 119 Arts and Sciences Building

OFFICE HOURS: See posted schedule on door

PREREQUISITE(S): None

**REQUIRED TEXT
AND MATERIALS:** *Outgrowing the Pain.* Eliana Gil, 1983.

Additional handouts, films and outside class projects will be used for reading, visual and presentation material.

**COURSE
DESCRIPTION:** A course designed to meet the special educational needs of individuals majoring in the Social Sciences. The course uses the individual research, guided reading, and/or class lecture methods of instruction. Course content varies according to the special interests or unique needs of the students.

**EXPECTED LEARNER
OUTCOMES:**

1. To provide for the student a historical framework within which to place the topic of child abuse and its various subfields.
2. To introduce the student to the language and terminology employed in the field of child abuse.
3. To provide the student with an understanding of the various methodologies employed within the field of child abuse.
4. To provide the student with an understanding of the various theoretical concepts and findings in the field of child abuse.
5. To expose the student to the various subfields within the broad discipline of child abuse.

6. To provide the student with an understanding of the pragmatic applications of the theories of child abuse.

LEARNING TASKS & ACTIVITIES:

Section 1

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 2

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 3

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 4

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 5

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 6

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 7

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material

4. See Film(s)

Section 8

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

Section 9

1. Read Material
2. Quiz(zes) over Material
3. Discuss Material
4. See Film(s)

ASSESSMENT OF OUTCOMES:

The student will be assessed in three areas:

Cognitive: Knowledge and understanding of the materials. Knowledge of all areas of material will be assessed through quizzes and exams. Quizzes and exams will be broad and specific in nature and will be geared to make sure the student is doing the assigned reading. The quizzes and exams will be mainly objective in nature.

Metacognitive: Performance and skills. Each student will be required to show how they can incorporate the cognitive aspects of this material attained from the text, lectures, films, and group interactive exercises.

Affective: Attendance is very crucial for the student to be able to participate in classroom discussions.

GRADING POLICY:

Grades of A, B, C, D, or F will be awarded each student on the basis of a point system. There will be several examinations administered during the semester. Examinations will be over material discussed in class, assigned reading, and audio-visual presentations.

Academic dishonesty will result in no credit given for that particular assignment, project, exam, etc. The instructor also reserves the right to drop a student from the course for any act that may be labeled "academic dishonesty." A student may also be dropped from the course for behavior that is considered

"inappropriate" on the part of the instructor. Any behavior that could disrupt an academic atmosphere would be considered "inappropriate", such as excessive tardiness, excessive talking, sleeping, etc.

The student's grade will be based **solely** on the following point system. These will be through essay questions given during class. These can **only** be taken during the regular class period.

2,600 - 3,000 A

2,400 - 2,599 B

2,200 - 2,399 C

2,100 - 2,199 D

0 - 2,099 F

ATTENDANCE:

Each student is required to attend all class sessions. Students with excessive absences from class may be asked to withdraw from the course. See attendance policy in the college catalog.

**SPECIAL
NOTES:**

**THERE IS ABSOLUTELY NO EXTRA CREDIT SYSTEM
OF ANY KIND.**

Any questions or grade status requests are welcome at anytime.

COMPETENCIES:

SECTION 1

UNDERSTAND THE HISTORICAL RELATIONSHIP BETWEEN CHILDREN AND THE CULTURE

1. Discuss historical views of sex and reproduction.
2. Discuss children as property.
3. Discuss child labor.
4. Describe incest taboo.
5. Describe child protective organizations.

SECTION 2

UNDERSTAND THE ROLE AND RESPONSIBILITY OF THE FAMILY IN THE CULTURE

1. Explain Family Systems Theory.
2. Discuss an overview of the family and the law.
3. Discuss the American family and political movements.

SECTION 3

UNDERSTAND THE COGNITIVE DEVELOPMENT OF CHILDREN THROUGH ADOLESCENCE

1. Explain the process of cognitive development as it relates to nutrition.
2. Explain the process of cognitive development as it relates to physical attachment.
3. Explain the process of cognitive development as it relates to emotional bonding.

SECTION 4

UNDERSTAND THE PROCESS OF EMOTIONAL DEVELOPMENT FROM BIRTH THROUGH ADULTHOOD

1. Distinguish the differences between emotional development and cognitive development.
2. Understand the effects of emotional abuse on self-concept.
3. Discuss the connection between childhood abuse and adult relationships.

SECTION 5

UNDERSTAND THE DYNAMICS OF PHYSICAL ABUSE

1. Discuss the historical role of punishment in society.
2. Discuss the role of control theory in abusive relationships.
3. Explain the causes of physical abuse.
4. Explain the effects of physical abuse.
5. Discuss the aspects of spanking in relationship to physical abuse.

SECTION 6

UNDERSTAND THE DYNAMICS OF NEGLECT AS ABUSE

1. Explain theories of neglect as abuse.
2. Explain outcomes of neglect.
3. Discuss problems of intervention.

SECTION 7

UNDERSTAND THE EFFECTS OF SEXUAL ABUSE ON INDIVIDUALS

1. Explain views of sex in relation to children.
2. Explain historical roles of church and education of children.
3. Define the definitions of sexual abuse.
4. Explain historical laws of sexual abuse.
5. Explain statistics of sexual abuse.
6. Discuss profiles of victim and abuser.

SECTION 8

UNDERSTAND THE EFFECTS OF INCEST

1. Discuss historical views of the family and sex.
2. Define types of incest.
3. Discuss the short and long term effects of incest.

SECTION 9

UNDERSTAND THE PROCESS OF TREATMENT, INTERVENTIONS AND SOLUTIONS IN ABUSIVE RELATIONSHIPS.

1. Discuss the various theories and models of therapeutic intervention.
2. Discuss the cultural aspects of abuse prevention.

3. Discuss the legal aspects of abusive relationships.
4. Discuss professional training and the subject of abuse.

This syllabus is subject to change at the discretion of the instructor. Material included is meant to provide an outline to the course and rules that the instructor will adhere to in evaluating the student. However, this syllabus is not intended to be a legal contract.