



PE-183: SELF-DEFENSE

Effective Term

Fall 2026

BOT Approval Date

10/09/2025

Discipline

PE - Physical Ed

Course Number

183

Course Title

Self-Defense

Short Title

Self-Defense

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1.00

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0 - 0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course provides instruction in developing both physical and cognitive skills in personal safety and self-protection. Through different forms of martial arts training, students will practice both defensive and offensive moves against various forms of attacks,

including weapons. Students will develop proficiency in the practical, effective, and tactical use of movement, leverage, strikes, and use of everyday objects.

Codes

TOP Code (CB 03)

0835.10 - Physical Fitness and Body Movement

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Physical Education (Masters Required)	Or
Kinesiology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate, synthesize, and apply knowledge of safety procedures to real-world scenarios.
2. Recognize, demonstrate and evaluate basic self-defense techniques.
3. Distinguish anatomical areas of vulnerability of the opponent's body and apply appropriate self-defense techniques.
4. Analyze and compare various martial arts techniques and styles.
5. Compare, refine, and implement mental preparation techniques to enhance and maintain calmness in diverse situations along lines of ethnicity, culture, and gender.
6. Identify and demonstrate the importance of various martial arts traditions of respect, courtesy, and non-violence.
7. Analyze, interpret, and assess the legal implications of self-defense in various contexts.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate a knowledge and awareness of potentially dangerous situations and threats to physical well-being.
2. Students will demonstrate tactics used to avoid physical danger.
3. Students will perform both basic and advanced self-defense movements and analyze his/her own progress toward mastery of same.
4. Students will develop his/her own basic and advanced self-defense movements.
5. Students will demonstrate proficiency with everyday objects as weapons.
6. Students will analyze and evaluate various forms of martial arts training.

Content

Course Lab Content

1. Safety Procedures:
 - a. Body Control
 - b. Spatial Awareness
 - i. Speed and Reaction Time
 - ii. Concentration and Focus
2. Fundamentals of Self-Defense
 - a. Martial Arts Stances
3. Defensive Techniques
 - a. Blocks
 - b. Strikes
 - c. Kicks
 - d. Joint Locks
 - e. Throws and Takedowns
 - f. Avoidance Strategies
4. Self-Defense Measures
 - a. Targeting Vulnerable Areas Maneuvering for Wrist and Elbow Locks
 - b. Mind-Calming Exercises
 - c. Visualization Techniques
 - d. "No-Mind" Theory
5. Martial Arts Philosophy and Ethics
 - a. Humility
 - b. Courtesy
 - c. Respect
 - d. Self-Control
6. Legal Aspects of Self-Defense
 - a. Rules and Regulations
 - b. Limitations and Legal Boundaries
7. Practical Applications of Safety Procedures
 - a. Body Control in Real-Life Situations
 - b. Enhancing Spatial Awareness
8. Designing and Implementing a Training Program
 - a. Goal Setting for Personal Outcomes
 - b. Fitness Assessment and Initial Training Plans
9. Progressive Program Design
10. Culturally-Informed Threat Perception and Response Strategies
 - a. Ethic, Culture, and Gender Perception
 - b. Implicit bias in self-defense responses
11. Challenging Gender Norms in Mental Preparation and Self-Defense
 - a. Gender roles and expectations can shape emotional responses to conflict
 - b. Inclusive strategies that empower students of all gender

Methods of Instruction

Method

Activity

Integration

Students will engage in different types of exercises and tactics used to avoid physical danger. Perform both basic and advanced self-defense movements and analyze his/her own progress toward mastery of same.

Method

Lecture

Integration

Lectures such as: oral and video presentations, will provide students with a comprehensive understanding of personal safety, situational awareness, and self-defense principles.

Method

Observation and Demonstration

Integration

Martial arts training exercises will be demonstrated that will help students in developing strength, flexibility, and aerobic fitness plans. Students will analyze and evaluate various forms of martial arts.

Method

Projects

Integration

Projects will assist students in accomplishing their personal fitness, weight management, strength and flexibility goals. Projects will be used to develop his/her own basic and advanced self-defense movements.

Method

Readings

Integration

Analyzing and evaluating various forms of martial arts topics through readings and class discussion will aid the students in determining common myths, facts, fallacies in the fitness and health arenas today.

Method

Activity

Integration

Use storytelling and scenario-based role-play to teach techniques, ensuring DEI by presenting diverse situations, offering equitable adaptations, and fostering an inclusive environment where all participants feel represented and empowered.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will be evaluated in terms of the student's ability to perform self-defense techniques demonstrated by the instructor. Self-defense techniques that will be evaluated: martial arts stances, blocks, strikes, kicks, joint lock, throws and take downs, and avoidance of first assault.

Method

Exams/Tests

Integration

Written quizzes and exams will measure the student's understanding of self-defense principles and the physiological and psychological effects of self-defense.



Method

Homework

Integration

Homework assignments will measure student problem solving by presenting various self-defense situations and demonstrating how to react appropriately.

Method

Projects

Integration

In class assignments will analyze students goal achievements. Projects will be used to evaluate student's knowledge of various research articles detailing mixed martial arts concepts and techniques.

Method

Role-playing/Simulation

Integration

In class assessments based on a rubric will measure the student's evasive techniques that include stances, blocks, and body movements

Method

Class Participation

Integration

Students will be evaluated on their active participation in discussions about cultural sensitivity, identity, and personal safety.

Method

Class Participation

Integration

Assess participant learning and class impact through observed skill demonstrations and short reflective surveys, ensuring DEI by measuring both technical confidence and whether participants felt the scenarios were culturally relevant, accessible, and inclusive of their personal safety needs.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Cultural Self-Defense Analysis (Research & Presentation)

Objective: Explore the diversity of self-defense techniques across cultures and analyze their relevance in modern-day personal safety.

Assignment Details:

Research a self-defense system from a specific cultural tradition (e.g., Krav Maga from Israel, Muay Thai from Thailand, Capoeira from Brazil, Judo from Japan).

Provide a historical overview, including the cultural and societal factors that influenced its development.

Analyze how this system aligns with principles of empowerment, inclusion, and adaptability.

Reflect on how incorporating diverse self-defense techniques enhances the effectiveness and inclusivity of modern self-defense training.

Present findings through a short presentation or visual report (slides, video, or infographic).

Evaluation Criteria:

Depth of research and cultural awareness (30%)

Connection to DEI principles (30%)

Clarity and engagement of presentation (20%)

Personal reflection on how this knowledge applies to self-defense practice (20%)

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Inclusive Self-Defense Training Plan (Practical Adaptation Project)

Objective: Develop a self-defense training plan that accommodates diverse abilities, body types, and identities.

Assignment Details:

Choose a specific group that may face unique challenges in self-defense (e.g., individuals with disabilities, older adults, LGBTQ+ individuals, survivors of trauma).

Identify common safety concerns and barriers faced by this group.

Adapt traditional self-defense techniques to be more inclusive and accessible for the chosen population.

Design a short, written or visual training guide (step-by-step instruction, images, or demonstration videos) that highlights these adaptations.

Include a reflection on how this exercise deepened your understanding of inclusivity in self-defense.

Evaluation Criteria:

Thoughtfulness in addressing unique challenges (30%)

Creativity and effectiveness of adaptations (30%)

Clarity of instructional materials (20%)

Reflection on inclusivity and empowerment (20%)

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative



Assignment

Personal Safety & Identity Reflection Journal

Objective: Explore how personal identity, privilege, and societal factors influence perceptions of self-defense and personal safety.

Assignment Details:

Keep a weekly journal reflecting on in-class discussions, readings, and personal experiences related to self-defense and DEI.

Topics may include:

How does identity (gender, race, disability, etc.) shape perceptions of safety and vulnerability?

Have you ever felt unsafe due to societal biases? How did you respond?

What role does privilege play in access to self-defense training and personal safety resources?

How has this course changed your perspective on self-defense and inclusion?

Submit a final reflection (2-3 pages) summarizing key takeaways and personal growth throughout the course.

Evaluation Criteria:

Depth of reflection and critical thinking (40%)

Connection to self-defense and DEI themes (30%)

Clarity and depth of personal insights (20%)

Consistency in journal entries (10%)

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

For this college-level assignment, read the handout Basics of Self-Defense (about five pages), which presents foundational concepts in three sections: What is Self-Defense, Situational Awareness and Avoiding Danger, and Simple Physical Techniques (strikes, escapes, posture). After completing the reading, write down three key points you found most important and respond in 3–4 sentences to the following prompt: Why is awareness considered a critical element in self-defense? Bring your written responses to the next class for discussion and be prepared to share one key point with a peer.

Course Materials

Textbooks

Sports & Recreation (2017). 501 Unarmed Self-Defense Skills Sports & Recreation. ISBN: 9781626868458 The Self-Defense Handbook: The Best Street Fighting Moves And Self-Defense. Sam Fury (2021)

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In a self-defense college course, diversity and inclusion are infused through an inclusive curriculum that highlights techniques from various cultural traditions, fostering awareness of different self-defense philosophies. Hiring instructors from diverse backgrounds ensures representation and varied perspectives, while discussions on cultural sensitivity address how identity influences experiences with violence and safety. The course emphasizes empowerment for all individuals, adapting techniques to accommodate different abilities and body types. By encouraging open dialogue and creating a respectful environment, students gain practical skills alongside a deeper understanding of the diverse social contexts surrounding personal safety, fostering a supportive and inclusive community.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In a self-defense college course, diversity and inclusion are infused through an inclusive curriculum that highlights techniques from various cultural traditions, fostering awareness of different self-defense philosophies. Hiring instructors from diverse backgrounds ensures representation and varied perspectives, while discussions on cultural sensitivity address how identity influences experiences with violence and safety. The course emphasizes empowerment for all individuals, adapting techniques to accommodate different abilities and body types. By encouraging open dialogue and creating a respectful environment, students gain practical skills alongside a deeper understanding of the diverse social contexts surrounding personal safety, fostering a supportive and inclusive community.

Interactions

Explain how the course will incorporate student-to-student interaction.

The self-defense course will foster student-to-student interaction through various engaging activities. Partner drills will allow students to practice techniques together, facilitating collaboration and immediate feedback. Group activities and team-based scenarios will encourage participants to strategize and problem-solve as a unit, building trust and communication skills. Opportunities for peer teaching will empower students to share their knowledge, reinforcing their own understanding while promoting leadership within the class. Regular discussion circles will create space for students to share their thoughts and experiences, enhancing empathy and encouraging diverse perspectives. Role-playing exercises will simulate real-life situations, requiring effective collaboration to navigate challenges. Structured peer feedback sessions will promote a culture of constructive critique, helping students improve together. Additionally, organizing informal gatherings or study sessions outside of class will strengthen relationships and create a supportive community. Overall, these interactive elements will enrich the learning experience and foster camaraderie among students, making the training both effective and enjoyable.

Explain how the course will incorporate instructor-to-student interaction.

The self-defense course will prioritize instructor-to-student interaction through various strategies designed to support individual learning and foster a positive environment. Instructors will provide personalized feedback during practice sessions, offering tailored guidance to help students refine their techniques and build confidence. Regular check-ins will be scheduled to assess each student's progress and address any questions or concerns, ensuring that everyone feels supported. Additionally, instructors will facilitate open discussions about course content, encouraging students to share their thoughts and experiences related to self-defense topics, thereby creating a more engaging and inclusive atmosphere. Demonstrations of techniques will be conducted with clear explanations, allowing students to learn not only by watching but also by asking questions in real time. By fostering a collaborative and approachable environment, instructors will empower students to take an active role in their learning while ensuring that they feel valued and understood throughout the course.

Explain how the course will incorporate student-to-content interaction.

The self-defense course will foster student-to-content interaction by incorporating a variety of engaging materials and activities that encourage active participation. Students will engage with a rich curriculum that includes hands-on practice, instructional videos,

and readings on the historical and cultural contexts of self-defense techniques. Interactive workshops will allow students to apply concepts in real-world scenarios, enhancing their understanding of the material. Assignments will be designed to prompt critical thinking and personal reflection, encouraging students to connect the content to their own experiences and perspectives. Additionally, discussions and group projects will facilitate exploration of relevant topics, such as personal safety and empowerment, helping students to deepen their comprehension of the material. By promoting this dynamic interaction with the course content, students will develop a more profound appreciation for self-defense and its implications in their lives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The self-defense course will emphasize student-to-self interaction through metacognitive practices that encourage students to reflect on their learning processes and personal growth. Students will be prompted to set individual goals at the beginning of the course, fostering a sense of ownership over their progress. Regular self-assessment exercises will allow them to evaluate their skills, identify areas for improvement, and track their development throughout the course. Journaling or reflective writing assignments will encourage students to articulate their thoughts, feelings, and insights about their experiences in class, helping them connect self-defense techniques to their personal lives. Additionally, discussions around overcoming challenges and building resilience will promote self-awareness and self-advocacy. By integrating these reflective practices, the course will empower students to become more mindful learners, enhancing their overall confidence and competence in self-defense.

Key: 2553