

## Berkshire Community College

**ALTERNATIVES TO VIOLENCE  
PHL111**

## Syllabus

**COURSE INFORMATION:**

**Course Name:** PHL 111 – Alternatives to Violence

**Term:** Fall 2013, 9/9/13–12/16/13

**Meeting Time:** Mondays, 1:00 PM–4:00 PM

**Meeting Location:** South County, Room 7

**CONTACT INFORMATION:**

**Instructor:** Brian J. Trautman, M.Ed.

**Office Hours:** By appointment (Thursdays, 2-5pm)

**Office Location:** M-225

**Office Phone:** 413-236-4541 (leave a voice mail)

**E-mail Address:** [btrautman@berkshirecc.edu](mailto:btrautman@berkshirecc.edu)

**\*\*Moodle and Email are the preferred methods of contact\*\***

**COURSE TEXTBOOKS (REQUIRED):**

No textbooks are required for this course.

**Note** - Readings assigned will be drawn from a diverse selection of published literature. Most readings will be found in the College Library or through on-line resources. Readings not found in the College Library will be posted electronically to Moodle.

**COURSE TEXTBOOKS (RECOMMENDED):**

Zinn, H. (2002). *The power of nonviolence*. Boston: Beacon Press.

Gilligan, J. (2001). *Preventing violence*. New York: Thames and Hudson.

**COURSE DESCRIPTION:**

A study of some of the origins of societal violence and successful alternatives to violence. This course includes an introduction to negotiation and conflict resolution techniques. It also includes several field trips to area agencies concerned with violence reduction.

**COURSE OBJECTIVES:**

The primary objectives of this course are (a) to uncover and examine the different theoretical arguments as well as scientific and empirical evidence which shed light on the root causes and stimulants of individual and societal violence and the destructive outcomes that result (b) to introduce and evaluate traditional and contemporary theories, approaches, and outcomes in relation to nonviolent principles and direct action (c) to identify and assess nonviolent tools and mechanisms which have been effective in preventing and ending interpersonal violence (e.g., passive violence, aggression, bullying), societal violence (e.g., racism, intolerance, hate) and systemic violence (e.g., structural inequalities, militarism, social and economic injustice).

**LEARNING OUTCOMES:**

- Learners will grow in their awareness and critical perception of the relationship between fear, anger, guilt, disrespect and shame and violence.
- Learners will discover how coercion, punishment, feelings of humiliation and indignity and the real or perceived threat of violence can perpetuate violence.
- Learners will be able to identify and critically analyze the root causes of violence and the implications and outcomes of different forms of violence for individuals and society.
- Learners will develop new knowledge through critical inquiry and reflection and assumption challenging in relation to the effectiveness of a range of traditional and innovative nonviolent principles and approaches that can be applied to prevent and end violence, inequality and injustice.
- Learners will demonstrate their understanding of the arguments of various scholar-practitioners and activists on how and why nonviolent methodologies are practical and sustainable alternatives to violence.

**CORE COMPETENCIES:**

The competency that can best be demonstrated as you satisfy the course objectives and learning outcomes of this course is:

- Human Understanding and Interaction (CC-HU)

This competency is “embedded” or built-in to the course, meaning that any student who completes the course with a grade of “C” or better will automatically earn the competency.

**COURSE FORMAT:**

This course will be delivered through an informational and interactive format. A combination of lecture, video/film, small and large group activities, open discussion, and self-directed learning can be expected. Critical inquiry and inclusive participation and dialogue will be fostered. Active listening will be encouraged. Guest speakers and field trips are possible.

**COURSE GRADING POLICY:**

**Course Project:** 60 pts. (60% of total course grade)

**Exams:** 30 points – 3 exams @ 10 pts. each (30%)

**Course Project Presentation:** 10 pts. (10 %)

Total points possible: 100 points

A = 93-100	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F = <60

100 points are possible and accounted for in the accumulated scores listed above.

**EXAMS:**

There will be **THREE** exams. Exams will be comprised of *fill-in-the-blank* and *short essay* questions. If you are absent on the day of an exam, and the absence was the result of an unforeseeable illness or other emergency, you may request a makeup date. It is your responsibility, however, to contact me PRIOR to the next class meeting to request a makeup. The makeup exam will be administered the next class meeting.

**WRITTEN ASSIGNMENTS:**

There is **ONE** major course project assignment that will be comprised of and submitted in **TWO PARTS**. The course project assignment will involve a series of written and artistic works that will be developed through various readings, research, and service/experiential activities.

The guidelines for the course project assignment will be distributed by Week 2. Refer to the Course Calendar/Schedule for due dates.

**\*\*Important\*\* All written assignments must be submitted electronically via Moodle.**

**COURSE ATTENDANCE POLICY:**

As a mainstay of our course, we will be sharing our insights and knowledge discoveries in class. To help nurture our discourse, you are expected to attend every class. The success of our course depends as much on you and your input as on the instructor and materials.

**\*\*Important\*\*** - If you miss MORE THAN **FOUR** classes, you will be manually **withdrawn** from the course with a WP or WF grade (Note: TWO late arrivals count as one absence).

Attendance will be taken at the beginning of every class.

**COURSE COMMUNICATION:**

This course uses Moodle. It is the primary communication and assignment delivery vehicle in this course. You can access Moodle through your MyBCC account.

**"Moodle"** is BCC's Learning Management System (LMS). You will have access to your syllabus, course calendar, assignments and other course materials and functions via Moodle. Moodle is a web-based program; therefore, you will need a computer with Internet access and an Internet browser to use Moodle for your course.

**"MyBCC"** is a single sign-on application which allows the BCC student, staff or faculty, to log in once to a customizable screen with an immediate access to their WebAdvisor account, their on-line courses in Moodle, their e-mail and also see an *"At-A-Glance"* calendar of events happening on campus.

**Steps for accessing your MyBCC account:**

1. Visit the BCC homepage -> MyBCC Login
2. New users – Sign in with your student ID and the last six digits of your SSN
3. Return Students – Use your student ID and WebAdvisor Password

For assistance, visit <http://www.berkshirecc.edu/MyBCC> or <http://www.berkshirecc.edu/MoodleUsersGuide>

The email address for help is: [onlinehelp@berkshirecc.edu](mailto:onlinehelp@berkshirecc.edu). Note - When emailing the Online Learning Help Desk, type **"Online Help"** in the Subject line. Include your full name, student ID number, course name, and the problem you are having in the body of the email. You may include your phone number for a quicker resolution.

You can also go to the Academic Computer Lab in F-102/F-107 for Moodle assistance.

**SERVICE LEARNING:**

In this course you have the option of seeking the service-learning (SL) component. Refer to the Course Project Options List (separate document) for a complete list of available options.

For more information, including orientation dates and approved sites, visit the Service-learning webpage: <http://blogs.berkshirecc.edu/servicelearning/>

BCC's Service-learning coordinator is Mary Parkman. The department can be reached at (413) 236-2176, [mparkman@berkshirecc.edu](mailto:mparkman@berkshirecc.edu), Hawthorne 215.

The Service-learning coordinator will be visiting in Week 1 or Week 2 to provide more details and answer your questions.

**VIDEOS/FILMS:**

Every video/film we watch in this course will be directly relevant to the course objectives and learning outcomes set forth. You are encouraged to take notes during these segments, as some exam questions may come from the material.

When available, captioning will be turned on for those students who are hard of hearing.

**EXTRA CREDIT:**

There will be **ONE** extra credit assignment. You are eligible to earn a MAXIMUM of **10** points (one letter grade) for extra credit.

A handout with an explanation of how to earn extra credit points will be distributed in Week 1.

Extra credit is optional.

**LATE WORK:**

All assignments will be marked down **10%** for every week they are submitted after the due date. Personal emergencies may receive special consideration, but they must be documented and you must inform me of the issue PRIOR to the assignment due date. NO late assignments will be accepted AFTER the final class meeting.

**WRITING STYLE REQUIREMENTS:**

All written work must be TYPED and completed in following with the APA Publication Manual (6<sup>th</sup> ed.) or the MLA Handbook for Writers of Research Papers (7<sup>th</sup> ed.).

Assignments must be formatted using Microsoft Word, '97-'03 (.doc) or '07 (.docx).

Assignments submitted in Word Perfect or Word Pad format or embedded in the body of an email will be returned ungraded with a note to reformat and resubmit.

For more information about basic APA guidelines, visit:

<http://apastyle.apa.org/>; <http://owl.english.purdue.edu/owl/resource/560/01/>

Basic MLA guidelines:

<http://www.mla.org/style>; <http://owl.english.purdue.edu/owl/resource/747/01/>

**\*\*Important\*\* All written assignments must be submitted electronically via Moodle.**

**PLAGIARISM & ACADEMIC DISHONESTY:**

According to the 2009 Student Policy Guide:

*“Plagiarism is a form of dishonesty in writing. When a student uses another writer's words and/or ideas and presents it as his/her own, he/she is plagiarizing. The faculty and staff at Berkshire Community College consider plagiarism a serious offense and encourage students to produce their best work, using their own ideas and language. When a student does use another writer's ideas and wording to support his/her own writing, he/she must give that writer credit...If a situation arises in which an instructor suspects a student of plagiarizing and the problem cannot be resolved between the instructor and the student, then the instructor may refer the case to the Dean of Academic Affairs who would then follow Due Process Guidelines to resolve the problem. If the student feels unjustly charged with plagiarism, he/she could use the grievance process in this policy guide as a means of resolving the problem.”*

Academic honesty is mandatory in your studies. Academic dishonesty could involve having a tutor or friend complete a portion of your assignments, having a reviewer make extensive revisions to an assignment, copying work submitted by another student, or it could involve plagiarism. These examples are not intended to be all-inclusive. Should you be unsure as to whether your course-related actions may be considered dishonest, see me for clarification.

For an excellent discourse on the issue of plagiarism and how to avoid it, visit:

<http://owl.english.purdue.edu/owl/resource/589/01/>

**NOTICE TO STUDENTS WITH DISABILITIES:**

It is the policy of the Disability Resource Center (DRC) at BCC to provide reasonable accommodations to qualified students with documented disabilities. To receive services, students must self-identify, provide documentation of their disability, and meet with the DRC staff to develop an individualized academic accommodation plan.

Students who have a disability that requires a related accommodation should **request a private meeting with their instructor** to discuss an appropriate academic accommodation. Students must obtain and return a completed Academic Accommodation form, with the instructor's signature, to the Disability Resource Center (DRC).

The Disability Resource Center can be reached at (413) 236-1605.

For more information, including location and hours of operation, visit

<http://blogs.berkshirecc.edu/drc>

**TUTORIAL SERVICES:**

If you need help with academic course work, math skills, or study strategies, the BCC's Tutorial Services may be the place for you! You can work in a supportive environment with a tutor or faculty member. The Tutorial Center provides free assistance in academic subjects to any student presently enrolled in a credit course at the college and desiring additional help.

Tutorial Services provides 1:1 tutoring for nearly every course at BCC. They also provide an array of other Academic Support Services, such as Math Drop-in Help, Student Success Skills workshops, Student Success Skills handouts, and individual success skills coaching.

For more information, including location and hours of operation, visit <http://www.berkshirecc.edu/TutorialServices>

*Smarthinking* Online Tutoring – For help with writing, *Smarthinking* can provide students 1:1 live tutoring, a scheduled tutoring appointment, or feedback on submitted writing. *Smarthinking* is also available for Math, live, 1:1, through scheduled appointments and submitted questions. <http://blogs.berkshirecc.edu/onlinelearning/online-tutoring/> This includes the log-in button and instructions.

For students using Moodle, every Moodle page has a *Smarthinking* link in the lower right corner of the page.

**PERSONAL COUNSELING SERVICES:**

BCC's Personal Counseling Services can assist in developing strategies when times are difficult, while remaining focused on your academic goals. Different than talking with a friend--even a close friend--it is a place to reflect and work through what's on your mind. Students usually seek out counseling when they have experienced a painful event or when their emotions are overwhelming and keep them from being a productive student. Personal Counseling is free of charge to students and is provided by a licensed counselor.

To schedule an appointment or if you have any questions: Contact: Lisa Mattila, LMHC, 413-499-4660, ext. 1609, [lmattila@berkshirecc.edu](mailto:lmattila@berkshirecc.edu)

For more information, visit <http://www.berkshirecc.edu/PersonalCounseling>

**COMPUTER LAB HOURS:**

BCC has a variety of computer labs on the Pittsfield campus and a PC lab at the South County Center in Great Barrington. Student support is provided by phone, email and in the lab. An assistant is always available to aid lab users with general questions. The Computer Lab Coordinator can be reached at 413-236-2165, WebAdvisor / Student Email Help: [webadmin@berkshircc.edu](mailto:webadmin@berkshircc.edu); 413-236-3004. <http://www.berkshirecc.edu/ComputerLabs>

**SECURITY:**

Emergencies should be reported to campus security by dialing extension 6100 from any extension, or from an outside line by calling 499-4660, extension 6100, or by using any one of the red emergency phones located near major building entrances and on the first and second levels outside the elevators in Hawthorne and Melville. In addition to handling emergencies, campus security will also escort individuals to their vehicles.

For more information about campus security, visit <http://www.berkshirecc.edu/Security>

**PORTABLE ELECTRONICS USAGE:**

As a courtesy to me and your fellow students, you must **turn off** your cell phones and other electronic devices **PRIOR** to the start of class. If you must be available for texts or calls, you are responsible for putting your device on vibrate. No texting is permitted during class. If you should receive an urgent communiqué during class, you must take the call outside immediately. It is expected that you will do your best to prevent these distractions and disruptions.

**COURSE CALENDAR/SCHEDULE:**

WEEK / DATE	ACTIVITY
Week 1/ 9/9/13	Course/Instructor/Student Introductions  What do we mean by “Violence”? “Alternatives to Violence”?  What are the roots (causes) and fruits (outcomes) of violence? Of nonviolence?
Week 2/ 9/16/13	<b>Topic:</b> 1. Forms of Direct/Physical Violence, Passive, Institutional and Structural Violence 2. Racism, Hate and Intolerance
Week 3/ 9/23/13	<b>Topic:</b> Economy: Privilege, Inequality and Poverty

<b>WEEK / DATE</b>	<b>ACTIVITY</b>
Week 4/ 9/30/13	<b>EXAM #1</b>  Film
Week 5/ 10/7/13	<b>Topic:</b> <ol style="list-style-type: none"> <li>1. Militarism and Military-Industrial Complex</li> <li>2. Mass Incarceration and Prisons</li> </ol>
Week 6/ 10/14/13	<b>Holiday - NO CLASSES</b>  <b>ENJOY!!!</b>
Week 6/ 10/16/13	Make up for 10/14 – Classes follow a Monday schedule  <b>Topic:</b> <ol style="list-style-type: none"> <li>1. Patriarchy/Masculinity</li> <li>2. Gender and Domestic Violence</li> </ol>
Week 7/ 10/21/13	<b>Topic:</b> Environmental Injustice  <b>ASSIGNMENT DUE:</b> PROJECT (PART I – 30 points)
Week 8/ 10/28/13	<b>EXAM #2</b>  Film
Week 9/ 11/4/13	<b>Topic:</b> Theories of Nonviolence

<b>WEEK / DATE</b>	<b>ACTIVITY</b>
Week 10/ 11/11/13	<b>Holiday – NO CLASS</b>  <b>ENJOY!!!</b>
Week 11/ 11/18/13	<b>Topic:</b> Nonviolent Social Change (Methods of Nonviolent Action)
Week 12/ 11/25/13	<b>Topic:</b> Case Studies on Nonviolent Direct Action
Week 13/ 12/2/13	<b>EXAM #3</b>  <b>Film</b>
Week 14/ 12/9/13	<b>Topic:</b> Course Review  <b>ASSIGNMENT DUE:</b> PROJECT (PART II – 30 points)
Week 15/ 12/16/13	<b>COURSE PROJECT PRESENTATIONS</b>

**\*\*\* Due to unforeseen events, e.g., an instructor absence or weather closure, the course calendar and activities may be adjusted at any time to meet course needs and requirements (with one week's notice) \*\*\***