

NONVIOLENCE

*We must become the
change we wish to see.*

M. K. Gandhi

FYS 158

Nonviolence: Theory and Practice

Fall 2014

Time: Tuesday and Thursday, 1.15 – 2.30 pm

Place: 106 Kirby Hall of Civil Rights

Katalin Fábán

Department of Government and Law

Office: 103 Kirby Hall of Civil Rights

Tel: (610) 330-5392, **Email:** fabiank@lafayette.edu

Office Hours: Monday and Friday 3 – 4 p.m. (every first week of the month),

Tuesday and Thursday 4 – 5.30 p.m. (with the exception of every first week of the month, when Faculty/Committee meetings take place) and by appointment

OVERVIEW:

This course explores both the theoretical development of nonviolence and the use of nonviolence as a political force to raise consciousness and change unjust social structures. Using the examples of Mohandas Gandhi and India's independence movement, the 1989 revolutions in Eastern Europe, Nelson Mandela and the power of music in the anti-apartheid movement in South Africa, ongoing contemporary cases as well as the personal testimonies of individuals and various groups pursuing nonviolent change in the USA and worldwide, this course explores what it means to use nonviolence by focusing on the following questions:

- * What are the principles of nonviolence?
- * How can nonviolence offer alternatives to war?
- * How has nonviolence been used historically?
- * How is nonviolence applied in the contemporary environment?

LEARNING OUTCOMES:

Students in this course will

- * develop an informed understanding of case histories where nonviolent action has been employed,
- * critically assess nonviolent social change and texts on nonviolence,
- * learn the conventions of academic writing, and
- * undertake original research on nonviolent action.

Mastery of these learning objectives will be evaluated through class participation, presentations, and writing assignments.

GRADING CRITERIA:

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in seminar discussions, complete all aspects of written assignments, and present their research in class.

	Weight	Due dates
Participation	10%	all semester long
Written Assignments		
* Essay on Horgan's book	15%	Draft: Sept. 25 (in class), Final: 3pm Oct. 10
* Discussion Forum entries (5)	25%	one week after the respective prompt/event
* Research Paper	40%	
Proposal (5%) 3pm, Oct. 31 Outline: Nov. 11 (5%), Draft: Nov. 20, Final (30%): 3pm Dec. 8		
Presentations		
* Thesis and Discussion Questions	5%	once during semester
* Research presentation	5%	last weeks of classes
Extra Credit (five events max.)	5%	one week after the respective event

1) PARTICIPATION

- ❖ **Attendance:** A maximum of two absences are allowed without penalty. An absence is defined as missing class or coming more than five minutes late. Each unexcused absence beyond three (including lateness) will lower the final grade one grade (e.g., from an A to A-, A- to B+).
- ❖ **Participation** means regular attendance and active engagement. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials. Students are expected to read the assigned material before the class session in which the readings will be discussed, to critically analyze the assigned readings, and to participate in class discussions. Students should volunteer to discuss the readings and they should be prepared to contribute to class discussion even when they do not volunteer to participate. Students may turn on and use personal electronic devices only for note-taking activities.

2) WRITTEN ASSIGNMENTS

Students are expected to complete:

- A) a maximum four-page analysis of Horgan's book,
- B) a 10-page research paper,
- C) Moodle Discussion Forum entries on
 - * the lessons of playing *People Power: The Game of Civil Resistance*, and
 - * assigned *out-of-class* films/lectures.

Our FYS has the support of **Ana Luhrs** (luhrs@lafayette.edu, x-5398), our Library Liaison. During two class sessions, first-year students are introduced to the resources of Lafayette Libraries so that they develop an understanding of the types of sources appropriate for college level research, learn strategies for managing the library research process, and evaluate print, electronic, and web-based sources for authority, accuracy, currency, and usability.

Our class' Writing Associate is **Samantha Praman-Linton** (pramanl@lafayette.edu). With the exception of the blog entries, students will be required to submit drafts of the required essays and meet with the WA to discuss the paper. Although students will not receive a grade for the draft or the meeting with the WA, those who do not perform these assigned tasks will receive a grade reduction. The WA is obligated to inform the Professor of any late or missed appointments.

ESSAY #1 "THE SHADOW OF WAR": RESPONSE TO HORGAN'S *END OF WAR*

maximum four pages, double-spaced hard copy

This paper outlines the thesis of and the most important evidence for and against Horgan's book. The essay needs to answer the following three questions:

- a) In your interpretation, what is the thesis of Horgan in this book?
- b) How do you evaluate the evidence Horgan offered?
- c) What is the significance of Horgan's argument?

ESSAY #2 MOODLE DISCUSSION FORUM ENTRIES of maximum 300 words, with additional double-spaced hard copy

These short responses essays should investigate the connections between class readings and the main message of the assigned readings/events and lessons of the videogame. Reviews of talks/films without explicit and meaningful analysis of class materials will not be accepted.

Please indicate the number of the essay on each entry you post and hand it in as a double spaced hard copy as well. Only agreed-upon and previously announced prompts and events that include time outside of the regular class period constitute acceptable topics for blog entries.

ESSAY #3 RESEARCH PAPER ten pages (not counting the references), two double-spaced hard copy (one with only L number and no other identifier)

All revolutions are impossible until they happen, then they become inevitable.

Albie Sachs

This research paper should focus on an **analytical comparison** of **two case studies** of nonviolent movements and the lessons of the videogame, *People Power: The Game of Civil Resistance*. Excellent examples of case studies are included in our readings, especially in *Why Civil Resistance Works* and *Civil Resistance and Power Politics*.

The paper must specifically examine the contribution of these struggles to our understanding of nonviolence: **How and why can nonviolent movements be successful?** Please include the definition of “success” either from the books that we use in this class or from another reliable scholarly book.

You should use only scholarly sources, at least 4 articles and 2 books in addition to class materials.

3) PRESENTATIONS

- ❖ **A) Thesis and Discussion Questions:** Each student will be required once during the semester to provide a two paragraphs-long (max. 250 words, single-spaced) summary of the assigned readings that clearly states the thesis of the readings along with one important, open-ended question that directly deals with the authors’ arguments. The assignment is due on our Moodle class site by 6pm before the session when the readings will be considered because they will be part of class discussion. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.
- ❖ **B) Research Presentation:** The last classes in the semester will consist of student presentations on their research. Missed days cannot be made up. Each person must upload on Moodle the presentation outline. Students will sign up for one slot as presenter and one slot as respondent to another student’s presentation.

4) EXTRA CREDIT

With the Professor’s advance approval, students can take the opportunity to submit extra credit assignments such as a one-page, double-spaced review of a designated movie or lecture. The essay is due a week after the event. The review needs to explain how the event enhanced your understanding of specific topics covered in the course.

EVALUATION:

Assignments will be evaluated by using the following three categories:

(A) Accuracy of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,

(I) Integration: coherent organization, logical flow, and analytical ability,

(F) Format: adequate and appropriate usage of language and style.

General improvement, creative and positive attitudes that facilitate the learning experience will be considered.

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss progress in the class.

Please note that you are responsible for saving all your graded materials until the semester ends.

Accommodations for students with disability:

In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate

academic accommodations that you may require as a student with disability. Requests for accommodations need to be made during the first two weeks of the semester, see <http://attic.lafayette.edu/disability-services/>.

Academic integrity:

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult the "Principles of Intellectual Honesty" at <http://www.lafayette.edu/academics/honesty.pdf> and feel free to discuss your concerns with the Professor and reference librarians.

Late assignment policy: Late assignments are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). This penalty is one full letter grade per day. Assignments will not be accepted four days after the due date.

READINGS:

Adam Roberts and Timothy Garton Ash, eds. 2011. *Civil Resistance and Power Politics: The Experience of Non-violent Action from Gandhi to the Present*. Oxford University Press.

John Horgan. 2012. *The End of War*. McSweeney's.

Thich Nhat Hanh. 1992. *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. Bantam.

Erica Chenoweth and Maria Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press.

James P. Davis. 2011. *Guide to Writing with Sources*. Rowman & Littlefield Publishers. ISBN-13: 978-1442205697.

People Power: The Game of Civil Resistance. Download at: <http://www.aforcemorepowerful.org/order.php> (\$10)

Richard Paul and Linda Elder. 2009. *The Aspiring Thinker's Guide to Critical Thinking: Concepts and Tools*. The Foundation for Critical Thinking.

COURSE SCHEDULE:

The Professor reserves the right to modify the contents of the course as the semester progresses. Availability of invited speakers, schedule of site visits, the level of student involvement as well as change in world affairs will have an impact on the course content.

I. INTRODUCTION TO THE COURSE

F August 22, 2013 First-year **Orientation**

Elizabeth Kolbert: *The Sixth Extinction: An Unnatural History* (2014)

T August 26 **Syllabus and Expectations**

Read: Horgan, Introduction, pp. 11-27, Hanh, “24 hours” pp. 5-6

Assignment: place one substantive question related to the assigned readings on Moodle the latest by 6pm Monday

II. THE END OF WAR

R August 28 **Is war innate?**

Read: Horgan, Ch. 1, pp. 27-53, Hanh, “The dandelion” pp. 6-8

Assignment: respond to one classmate’s question on Moodle by Wednesday 6pm

T September 2 **The Prehistory of Violence**

Read: - Horgan, Ch. 2 and Appendix, pp. 55-75, 183-187,

- Peter Singer: Is Violence History? *NYTimes* Book Review, Oct. 6, 2011

R September 4 **Academic Research and Writing—with Kirby Reference Librarian Ana Luhrs**
003 Skillman Library (basement classroom)

Read: *Guide to Critical Thinking* (all), *Guide to Writing with Sources* (pp. 1-27)

T September 9 **Resource Scarcity**

Read: Horgan, Ch. 3, pp. 77-98, Hanh, “Present Moment” pp. 9-11

R September 11 and T September 16 **Cultural Contagion**

Read: Horgan, Ch. 4, pp. 99-124; Hanh, “Thinking” pp. 11-12

R September 18 **Choosing Peace**

Read: Horgan, Ch. 5, pp. 125-151, Hanh, “Awareness” pp. 12-15

Assignment: search, post (w/ citation) one good definition of nonviolence

T September 23 **Free Will and The Power of Nonviolence**

Read: Horgan, Ch. 6 and Epilogue, pp. 151-182, Hanh, “Sitting” pp. 15-18

R September 25 **Meditation class—with Sarah Parker-Givens**

Read: Hanh, “Mindfulness”, pp. 18-85

Draft of essay on Horgan’s book due: in class, Sept. 25

T September 30 **Civil Resistance**

Read: Roberts, Ch. 1, in Roberts and Ash eds., pp. 2-24

R October 2 **The Literature on Civil Resistance**

Read: Carter, Ch. 2, in Roberts and Ash eds., pp. 25-42

T October 7 **India: Movement for Self-Rule**

Read: Brown, Ch. 3, in Roberts and Ash eds., pp. 43-57

R October 9 **Active Nonviolence – YOGA!** with Alicia Rambo-Wozniak

136 Kirby Athletic Building

Read: Hanh, part 3, pp. 95-134

Final essay on Horgan's book due: 3pm Oct. 10

October 13-14: Fall Break

R October 16 **The Success of Nonviolent Resistance**

Read: Chenoweth and Stephan, Ch. 1, pp. 3-27

T October 21 **Participation in Nonviolent Resistance**

Read: Chenoweth and Stephan, Ch. 2, pp. 30-60

R October 23 **Finding Sources—with Kirby Reference Librarian Ana Luhrs**

003 Skillman Library

Read: *Guide to Writing with Sources* (pp. 29-42)

T October 28 **US Civil Rights: Power from Below and Above**

Read: McAdam, Ch. 4, in Roberts and Ash eds., pp. 58-74

Schedule a meeting with WA to discuss organization and format of discussion forum entries

R October 30 **Northern Ireland**

Read: English, Ch. 5, in Roberts and Ash eds., pp. 75-90

Research proposal is due: 3pm, Friday, Oct. 31, Kirby 201

T November 4 **Civil Resistance in Czechoslovakia**

Read: Williams, Ch. 7, in Roberts and Ash eds., pp. 111-126

R November 6 **Case Studies:** Group Updates on 1) Iran, 2) Palestine, 3) Philippines, and 4)

Myanmar/Burma, 5) Serbia

Read: - everyone needs to read Chenoweth and Stephan, pp. 87-91, 191-197;

- according to your assigned group, read respective segments in both Chenoweth & Stephan and Roberts & Ash eds. (Chs. 10, 11, 21, 18)

T November 11 and R November 13 and **“South Africa: Campaign Against Apartheid”**

Read: Lodge, Ch. 13, in Roberts and Ash eds., pp. 213-230

Outline of research paper is due: Nov. 11 in class

T November 18 **Victory without Violence**

Read: - Chenoweth and Stephan, pp. 201-227;

- Ash, Ch. 22, in Roberts and Ash eds., pp. 371-390.

R November 20 **Individual meetings with Ana Luhrs regarding bibliographies**

Read and apply: Revision Checklist for Quoting and Paraphrasing, In: *Guide to Writing with Sources* (pp. 81-82)

RESEARCH PAPER draft is due: in class November 20

November 26-30 Thanksgiving Holiday

VI. STUDENTS' PRESENTATIONS

November 25, December 2 and 4

Two copies (one with L# and no other identifier) of Final RESEARCH PAPER are due: 3pm December 8

"The choice is not between violence and nonviolence but between nonviolence and nonexistence."
Martin Luther King, Jr.



<http://syracuseculturalworkers.com/poster-how-build-global-community>