

NONVIOLENCE

We must become the change we wish to see. M. K. Gandhi

FYS 158

Nonviolence: Theory and Practice

Fall 2021

Section 1: Tuesday and Thursday, 11am – 12.15pm

Section 2: Tuesday and Thursday, 1.15pm – 2.30pm

Moodle sites:

Section 1) <https://moodle.lafayette.edu/course/view.php?id=21461>

Section 2) <https://moodle.lafayette.edu/course/view.php?id=21462>

Google Drive sites:

Section 1)

https://drive.google.com/drive/folders/1fGZueDj9P9kzntTAJonILpoXxvR_AHet?usp=sharing

Section 2)

https://drive.google.com/drive/folders/1pzWj5Q_BWlUvcsEBzTPWkJHEhOfOoNET?usp=sharing



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Office Hours:

by appointment and via Zoom on Wednesday 3 – 5pm

<https://lafayette.zoom.us/j/98939221236>

If possible, please sign up in advance:

<https://docs.google.com/spreadsheets/d/1ZtqHOW9j4sm4X2gfqvAhOulJTrKCZfnkc6z5CtEBfzE/edit#gid=0>

COURSE OBJECTIVES

This course explores both the theoretical development of nonviolence and the diverse uses of nonviolence as a global political force to raise consciousness and change unjust social structures. Analyzing religions and spiritual practices such as Buddhism, Taoism, Judaism, Islam, and Christianity, relying on concrete historical cases of nonviolent movements such as the Quakers

and abolitionism, India's independence movement, the 1989 revolutions in Eastern Europe, and the anti-apartheid movement in South Africa, we learn from ongoing contemporary movements pursuing nonviolent change in the USA and internationally to explore 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

- * gain **foundational knowledge** by acquiring an informed understanding of case histories where nonviolent action has been employed,
- * practice **application**:
 - develop the **critical thinking skills** necessary to meaningfully assess nonviolent social change and texts on nonviolence,
 - learn the **conventions of academic writing**, and
 - undertake **comparative research** on concrete cases of nonviolent actions.

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

Students can consider various resources to improve learning: <https://citls.lafayette.edu/student-academic-support/>.

Most classes will consist of the Professor's short lecture that introduces the main questions and themes for the day followed by discussion and deliberation. Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. For more information, see <https://about.lafayette.edu/diversity-statement/>.

COURSE REQUIREMENTS

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 analysis of assigned reading and their research in class.

1) PARTICIPATION

- ❖ **1.A) 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 in the course one grade (e.g., from an A to A-, A- to B+).
- ❖ **1.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. Please consider learning how to take good notes that enhance comprehension and lead to good participation: <https://getpocket.com/explore/item/how-to-take-notes-while-reading>

“4th Credit Hour” activities:

- Film screenings: Viewing of documentary and feature films. Please use this prefix off-campus, if the link does not appear to work: <https://ezproxy.lafayette.edu/login?url=>
- Lecture: Attendance at presentations, most likely at 7 or 8pm.

2) WRITTEN ASSIGNMENTS

Students are expected to complete:

- A) a maximum four-page double-spaced analysis of Horgan’s book, *The End of War*,
- B) five meaningful analytical entries and five constructive comments on the class’ Forum site on a Personal Projects related to nonviolence,
- C) substantive analytical entries and constructive comments on Forum/Google Drive posts on assigned readings and feature/documentary films,
- D) a 10-page (not counting bibliography) double-spaced research paper.

Our FYS has the support of research librarian **Ana Ramirez Luhrs** (luhrs@lafayette.edu). 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 Writing Associates are:

Section 1: **Eleanor Griffiths** (griffiel@lafayette.edu, 512-300-9487)

Section 2: **Tim Hugo** (hugot@lafayette.edu)

With exception of Forum/Google Drive posts, students are required to submit drafts of the required essays and meet with the WA to discuss these assignments. Although students do not receive a grade for the draft, those who do not perform these assigned tasks will receive a grade reduction. A missed appointment with the WA will reduce the participation grade. The WA is obligated to inform the Professor of any late or missed papers and appointments.

The Office of Advising and Co-Curricular Programs trained

Section 1) **Lucy Neely**'22 neelyl@lafayette.edu, Psychology and Government & Law major

Section 2) **Hamna Younas**'22, younash@lafayette.edu, International Affairs and WGSS double major with a minor in Religious Studies

as **PARDners** to assist first-year students, <https://firstyear.lafayette.edu/meet-the-pardners/>.

2.A) ANALYTICAL ESSAY ON “THE SHADOW OF WAR”: RESPONSE TO HORGAN’S *END OF WAR*

This four-page double-spaced paper outlines the thesis of and the most important evidence for and against Horgan’s main arguments. The essay needs to answer the following three questions:

- 1) In your interpretation, what is Horgan’s thesis in this book?
- 2) How do you evaluate the evidence Horgan offered? Please specify and analyze the tools of evaluation. Explain why you selected these criteria.
- 3) What is the significance of Horgan’s argument?

This essay does not require any other source but Horgan’s book. Please reference each argument you engage with following the author-date format in Chicago style (listed in Library Resources and on Moodle).

2.B) PERSONAL PROJECT: INTERACTIVE NONVIOLENCE

Five forum posts and five constructive comments

The difference between doing something and doing nothing is everything. Daniel Berrigan

Practice some form of interactive nonviolent action throughout the semester, such as mandala making and peace-crane folding, <https://www.nytimes.com/2021/07/26/style/pandemic-origami-cranes.html>, <https://www.nytimes.com/slideshow/2021/05/13/style/crafts/s/13quarantine-crafts-845-0-0.html>, nonviolent communication (<https://www.cnvc.org/learn-nvc/articles>), environmental outreach and green living (such as eating vegetarian food, gardening at La Farm, <https://garden.lafayette.edu>), quilt/textile/pottery making with an explicit social justice message, writing letters to local or national representatives about applying nonviolence in local and national conflicts, a creative and meaningful participatory goodwill project, etc. You will need to write about your practice and constructively comment on at least one classmate’s project on our class forum at least five times during the semester.

The aim of this assignment is to offer students the opportunity to engage in interactive nonviolence and to learn the advantages and limitations of this philosophy as a way of life.

- ❖ Each glossary post has to be a well-structured, and if necessary, referenced text between 200 and 300 words. The posts need to be **minimum a week apart** from each other.
- ❖ Each comment needs to be constructive and substantive by offering a balance between the well-accomplished features of the blog entry and aspects that the author needs to attend to in minimum 80 and maximum 100 words.

2.C) GoogleDrive/Moodle FORUM POSTS AND CONSTRUCTIVE COMMENTS

The difference between doing something and doing nothing is everything. Daniel Berrigan

The aim of this assignment is to offer students the opportunity to actively engage with the readings and assigned documentaries/films to learn the advantages and limitations of nonviolent philosophy as a way of life.

2.D) RESEARCH PAPER ten double-spaced pages (not including title and references)

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

This research paper should focus on an **analytical comparison** of

- **a recent/contemporary movement**, such as Black Lives Matter, or the August 2020 Belarusian uprising, or Nigerian fisherwomen fighting Chevron and the government (<https://tinyurl.com/exnk2p>) and
- **one successful case study** of the many nonviolent movements except those that are reviewed in Part II of *Why Civil Resistance Works*. Excellent examples of case studies are included in our readings and these sites: <http://www.nonviolent-conflict.org> and <https://nvdatabase.swarthmore.edu/content/about>. For long term effects, see <https://peaceaccords.nd.edu/>

The research paper must specifically examine the contribution of these struggles to our understanding of peace and nonviolence:

1) **How and why were these nonviolent movements successful?**

2) **If and how did these two movements make the respective countries, region, continent, and the whole world safer and more peaceful?**

Please include the definitions of “success” and “safety” either from the books that we use in this class or from another reliable scholarly sources.

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

3) PRESENTATIONS

To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. Nelson Rolihlahla Mandela

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

- body language

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all

- voice

https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all

3.A) Analysis of Assigned Readings

Each student will provide a presentation that analyzes the reading assignments for a specific class. Students are welcome to connect the readings to one recent news item on the same topic.

The text of not more than 300 words should

- ❖ 1) clearly state the thesis and the significance of the assigned readings (synthesizing all readings, not select one or some of the assigned readings),
- ❖ 2) pose one open-ended (“Why?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question),
- ❖ 3) clearly link the readings with one recent news item. Please specify this connection in the post by
 - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources-> “C”-> *Chicago Manual of Style*, then select: Author-date, https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html)
 - ❖ b) provide a live hyperlink to the article.

The upload is due on our Moodle class site the latest by 8pm before the session when the readings will be considered. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.

Every member of the class (who is not presenting) is expected to read this upload (including the news item) at least an hour before class and respond succinctly to the question on the Discussion Forum.

3.B) Pod Workshops and Research Presentations

The last classes in the semester will consist of students workshoping and presenting their research. Each person must upload revised versions of their paper and the main points they will make by 8pm the days before these collaborative exercises. Students will sign up for one slot as presenter and one slot as responder to another student's presentation.

5) Extra Credit

With the Professor's advance approval, students can take the opportunity to do extra-credit assignments such as a one page, double-spaced analytical review of an out-of-class presentation or movie. Please see a list of related films and documentaries on Moodle, in the folder of "Syllabus and Guides." The review needs to precisely explain how the event enhanced the understanding of topics covered in the course.

EVALUATION

Success requires honest and repeated effort. If we do not try → then we fail.

Anything you do academically — you have learned, and thus, you succeed. You can falter, stumble, even fail, and then succeed, as long as you keep trying, with care and integrity.

The Professor does not judge you as a person when offering suggestions and grading your work.

You **earn** the grade, as the Professor does not give it: the grade is as an indication as to how you can further develop your academic work.

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.

	Weight	Due dates
Participation	10%	all semester
Written Assignments		
* Essay on Horgan's book	20%	Draft: Sept. 23, Final: Oct. 1
* Forum posts	25%	
personal project posts, film reviews, questions to presenters		
* Research paper	30%	
Proposal (5%) Oct. 22, Annotated Bibliography (5%): Nov. 5, Draft: Dec. 1, Final: Dec. 13		
Presentations		
* Analysis of assigned readings	10%	on Moodle, 8pm before the class session
* Pod workshops and research presentation	5%	on Moodle, 8pm before the class session
Extra credit (five events max.)	5%	one week after the respective event

Basis for the final grade:

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**;
70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

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 find on the Course Moodle site the description of what each grade for written assignments stands for. Students are responsible for saving all graded materials until the semester ends.

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. Students must request the Professor's permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with this course is not allowed. Doing so constitutes a violation of Academic Honesty and of the policies of this class.

Accommodations and Accessibility

In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please meet with the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. See, <https://hub.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 "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/> and feel free to discuss your concerns with the Professor and reference librarians.

Privacy

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

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.

Federal Credit Hours

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.

READINGS

All the assigned books are available in hard copy in the Reserves (two-hour loan) of Kirby Library and most are accessible electronically. The DVDs are all on reserve in Skillman Library Circulation.

Please consult the Professor if you need help purchasing the texts.

- Chenoweth, Erica and Maria Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press.
<https://ezproxy.lafayette.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=399884&site=ehost-live>
- Horgan, John. 2012. *The End of War*. McSweeney's. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5821024>
- Kilcrease, Bethany. 2021. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. University of Toronto Press.
<https://libcat.lafayette.edu/record=b3483672>
- Kurlansky, Mark. 2008. *Nonviolence: The History of a Dangerous Idea*. Modern Library.
<http://web.a.ebscohost.com.ezproxy.lafayette.edu/ehost/detail/detail?vid=0&sid=6014cd65-659d-466f-a685-dc3f0bc9cf96%40sdc-v-sessmgr03&bdata=JnNpdGU9ZW9vc3QtbGl2ZQ%3d%3d#AN=717433&db=nlebk>
- Stevenson, Bryan. 2014. *Just Mercy: A Story of Justice and Redemption*. Spiegel & Grau.
<https://libcat.lafayette.edu/record=b3464249>
- Zaru, Jean. 2008. *Occupied with Nonviolence: A Palestinian Woman Speaks*. Fortress Press.

COURSE SCHEDULE

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

1) THE END OF WAR?

T August 31, 2021 **Syllabus and Expectations**

- Introduce yourself with a collage using maximum eight words and four images. Place them all together as a .jpg or pdf file in GD folder (below). Please hint at what your purpose is in college/life, considering prompts for Lafayette College's highest student award, the Pepper Prize (<https://pepperprize.lafayette.edu/>) and these questions:

https://getpocket.com/explore/item/5-questions-to-ask-when-you-need-help-finding-your-purpose?utm_source=pocket-newtab

Section 1) <https://drive.google.com/drive/folders/1aLquO-Ts5TUCLqIbSOKfGvXofdsUfZYz?usp=sharing>

Section 2) https://drive.google.com/drive/folders/1M0xXgXI_K--mXl6F-c9Bw-cxPu7RYQdf?usp=sharing

- "Survival of the friendliest?" <https://tinyurl.com/y2pdxnpy>

- Tom Rivett-Carnac's TED talk:

https://www.ted.com/talks/tom_rivett_carnac_how_to_shift_your_mindset_and_choose_your_future

Recommended: "The Twentieth Anniversary of September 11: Cause and Effect" 12:30 - 1:30pm Wednesday, Sept. 1, <https://kroc.nd.edu/news-events/events/2021/09/01/the-twentieth-anniversary-of-september-11-cause-and-effect/>

R September 2 **Living in Wartime**

- Horgan, Foreword by Fry, Introduction, pp. 11-26 (add 17 with the second edition)

T September 7 **Is War Innate? The Prehistory of Violence**

- Horgan, Ch. 1, pp. 27-53 and Appendix, pp. 183-187

- podcast with James Suzman, esp. last 10 mins re war

<https://www.nytimes.com/2021/06/29/opinion/ezra-klein-podcast-james-suzman.html>

R September 9 **Resource Scarcity**

- Horgan, Ch. 3, pp. 77-98

- Friedman (2015) "The World's Hot Spot" *The New York Times*, <http://tinyurl.com/njhp2bg>

- Pinker, "How Humans Gained an 'Extra Life'" (re proportion of war death), May 11, 2021, <https://tinyurl.com/3f7w3r64>

T September 14 and R September 16 **Cultural Contagion**

- Horgan, Ch. 2, pp. 55-76 and Ch. 4, pp. 99-124

- Adam Hochschild, "Bang for the Buck: US Gun Culture" *The New York Review of Books*, April 5, 2018 <http://www.nybooks.com/articles/2018/04/05/guns-bang-for-the-buck/>

- *Faces of the Enemy*, <https://video.alexanderstreet.com/watch/faces-of-the-enemy> Please use this prefix, if the link does not appear to work: <https://ezproxy.lafayette.edu/login?url=>

Schedule a meeting with WA to discuss organization and format of the analytical paper on Horgan's book. Please consult *Falsehood and Fallacy* (especially pp. Chapter 3-5) and https://owl.purdue.edu/site_map.html for "The Writing Process."

2) NONVIOLENCE IN THEORY AND PRACTICE

T September 21 **Active Nonviolence**

- *A Force More Powerful*—Segment 1: India and USA (two parts), Segment 2: Denmark under Nazi occupation

<https://www.nonviolent-conflict.org/force-powerful-english/>

- Stevenson, *Just Mercy*, pp. 3-34

Recommended: “International Day of Peace: Recovering Better for an Equitable and Sustainable World” 4 - 5:30pm Tuesday, Sept. 21, <https://kroc.nd.edu/news-events/events/2021/09/21/international-day-of-peace-recovering-better-for-an-equitable-and-sustainable-world/>

R September 23 **Choosing Peace – with John Horgan**

Section 2: Please come to class 30 minutes earlier, because Prof. Horgan must leave by 2pm

- Horgan, Ch. 5, 6 and Epilogue pp. 125-182

Draft of analytical essay on Horgan’s book due to WA: 8pm Sept. 23

T September 28 **The Long-Term Trends**

- Goldstein, Ch. 2 (pp 12-44) (on Moodle)

- Johnson, “How Humanity Gave Itself an Extra Life” April 27, 2021, <https://tinyurl.com/5xrpyxnj>

- Karakaya (2016) “Globalization and Contentious Politics: A Comparative Analysis of Nonviolent and Violent Campaigns” (on Moodle)

- *The Singing Revolution* <https://lafayette.kanopy.com/video/singing-revolution>

R September 30 **Active Nonviolence – OM-azing YOGA!** with Jackie Squarcia

<https://om-azingyoga.com/>, Kirby Athletic Building room 136

- <http://www.nytimes.com/well/guides/beginner-yoga>

Analytical essay on Horgan’s book is due: 10am Friday, Oct. 1

T October 5 **The Success of Nonviolent Resistance**

- Chenoweth and Stephan, pp. 3-26

R October 7 **Participation in Nonviolent Resistance**

- Chenoweth and Stephan, pp. 30-60

- Dahlum (2018) “Students in the Streets: Education and Nonviolent Protest” (on Moodle)

- *A Force More Powerful*—Segment 1: South Africa, Segment 2: Poland, Chile (two parts)
<https://www.nonviolent-conflict.org/force-powerful-english/>

October 11-12, Fall break

R October 14 **Nonviolence: The History of a Dangerous Idea – with Jason Klocek**, University of Nottingham, UK, <https://jasonklocek.weebly.com/>; Senior Researcher, [Religion & Inclusive Societies](#), [United States Institute of Peace](#); University of Notre Dame [Center for the Study of Religion & Society](#)

- Kurlansky, pp. 3-28
- <https://www.usip.org/programs/religion-and-nonviolent-action>

T October 19 **Quakers and Abolitionism**

- Kurlansky, pp. 29-107
- *Amazing Grace* (2006) finds clips
https://www.youtube.com/watch?v=U20Ad8D8l3I&ab_channel=DanGritsko
- Kilcrease, *Falsehood and Fallacy*, pp. 1-8, 153-164

R October 21 **“Just” Wars**

- Kurlansky, pp. 111-142
- Bob Dylan “With God on Our Side”
https://www.youtube.com/watch?v=MX0qnAgzpeg&ab_channel=WelcometoGuantanamo
- *Joyeux Noël* <https://video.alexanderstreet.com/watch/joyeux-noel>

Research Paper proposal is due: 10am Friday, October 22

Recommended: 2-3pm Friday, October 22, Elena Gapova, Western Michigan University, “A Gendered Perspective on the Belarusian Revolution: Reframing Women's Agency”
<https://us02web.zoom.us/j/83207366370?pwd=aGxBU1lqcVdsAFFXNW8wMVpIYnBYdz09>

T October 26 **Gandhi – and His Followers**

- Kurlansky, pp. 145-164
- Roy, “The Silence is the Loudest Sound”, *The New York Times*, Aug. 15, 2019,
<https://tinyurl.com/y35a238q>
- *Gandhi* <https://digitalcampus.swankmp.net/lafayette296642/play/35f6b734f6998bae>

R October 28 Why do we cite? What purpose does it serve? Why should we have conventions for citation? **Academic Research and Writing** with **Ana Ramirez Luhrs**

- Kilcrease, *Falsehood and Fallacy*, pp. 1-27 (review Chapters 3-5 that appeared Sept. 14-16)
- https://owl.purdue.edu/owl/research_and_citation/resources.html and
https://owl.purdue.edu/owl/research_and_citation/using_research/should_i_cite_this_poster.html

T November 2 **“Random Outbreaks of Hope”**

- Kurlansky, pp. 167-184
- Stevenson, *Just Mercy*, pp. 35-66
- Chenoweth and Stephan, pp. 87-91, 191-197, respective segment + case study **updates** on Iran, Palestine, Philippines, and Myanmar/Burma

R November 4 **Occupied with Nonviolence**

- Zaru, pp. 1-27
- Halbfinger and Rasgon, “Life Under Occupation: The Misery at the Heart of the Conflict” May 22, 2021, <https://tinyurl.com/47uj8hz4>
- *The Mayor*, of Ramallah, dir. David Osit, <https://libcat.lafayette.edu/record=b3524817>

Revised Abstract and Annotated Bibliography of research paper is due: 10am November 5, review: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

T November 9 **Human and Women's Rights**

- Zaru, pp. 29-53, 105-116
- Schaftenaar (2017) "How (wo)men rebel: Exploring the effect of gender equality on nonviolent and armed conflict onset" (on Moodle)
- Live from Jerusalem: Notre Dame Faculty Discuss Recent Events and Their Repercussion, May 20, 2021 <https://youtu.be/kb0bWDAL6no>.
- Cohen, "A Rap Song Lays Bare Israel's Jewish-Arab Fracture" July 21, 2021, <https://tinyurl.com/3tfp6nay>, the song: https://www.youtube.com/watch?v=vuUxnfL9I_Y
- divestment? A)" We're Ben and Jerry. Men of Ice Cream, Men of Principle", July 28, 2021 <https://tinyurl.com/ysprzn5n>, B) critiques: "The Cheap and Easy Sanctimony of Ben & Jerry" <https://tinyurl.com/pmrwym45>

Recommended: Tecla Namachanja Wanjala, Kenyan peace advocate and renowned consultant on Transitional Justice, Conflict Transformation, Social Healing, and Reconciliation, in the series of "Dialogue on Nonviolence, Religion and Peace" 4 - 5:00pm Tuesday, Nov. 9, <https://kroc.nd.edu/news-events/events/2021/11/09/23rd-annual-dialogues-on-nonviolence-religion-and-peace/>

R November 11 **Violence and Nonviolence**

- Zaru, pp. 55-79, 117-129
- "Is Statue-Toppling a Monumental Error? Where you place yourself along the vanguard-to-vandals spectrum says a lot about how you see the past — and the future." *The New York Times*, June 30, 2020, <https://tinyurl.com/2v8vxjtd>
- "Is it ok to punch a Nazi?" *The New York Times*, 2017, <https://tinyurl.com/y9tqgthp>
- Budrus <https://video.alexanderstreet.com/watch/budrus>
- Stevenson, *Just Mercy*, pp. 67-91

3) LESSONS OF NONVIOLENCE

T November 16 "**War and Peace and Justice**" with Sa'ed Atshan, Associate Professor of Anthropology, Emory University, <http://anthropology.emory.edu/home/people/faculty/atshan.html>

- Zaru, pp. 81-103
- Segment from *Disturbing the Peace* (2017) about Combatants for Peace

R November 18: **Meetings with Ana Ramirez Luhrs regarding bibliographies**, Professor at ASEES conference, Nov. 18–21

- Kilcrease, *Falsehood and Fallacy*, pp. 96-142

T November 23 **Exploring Alternative Explanations**

- Chenoweth and Stephan, pp. 62-82
- Stevenson, *Just Mercy*, pp. 92-

- Amandla! <https://digitalcampus.swankmp.net/lafayette296642/play/38bdded0eed9a817>

Personal Project is due

November 24-26, Thanksgiving break

T November 30 **Victory without Violence**

- Chenoweth and Stephan, pp. 201-227

- Patrick, 2020. "Black Lives Matter—for Social Justice, and for America's Global Role" *World Politics Review*, <https://www.worldpoliticsreview.com/articles/28839/black-lives-matter-for-social-justice-and-for-america-s-global-role>

- Khan interviewing neo-Nazis and jihadists, <https://tinyurl.com/yajtyv7x>

Ten pages and bibliography (without annotations, in author-date Chicago style) of Research Paper are due to WA: 10am Wednesday, December 1

4) STUDENTS' RESEARCH WORKSHOPS AND PRESENTATIONS

December 2, 7, and 9

Final Research Paper is due: 10am Monday, December 13

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



<https://www.syracuseculturalworkers.com/products/poster-how-to-build-global-community>