

# NONVIOLENCE

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

FYS 158

## Nonviolence: Theory and Practice

Fall 2023

Tuesday and Thursday, 106 Kirby Hall of Civil Rights

Section 01 → 11am – 12:15pm

Section 02 → 1:15 – 2:30pm

### IMPORTANT LINKS:

#### Moodle sites:

Section 01: <https://moodle.lafayette.edu/course/view.php?id=26129>

Section 02: <https://moodle.lafayette.edu/course/view.php?id=26130>

#### Google Drive sites:

Section 01: <https://drive.google.com/drive/folders/0ADpVFAucfAhjUk9PVA>

Section 02: [https://drive.google.com/drive/folders/0AOtXp7uF\\_sxxUk9PVA](https://drive.google.com/drive/folders/0AOtXp7uF_sxxUk9PVA)

**Zoom link for classes** (in case of health and family emergency, please contact Professor 24h in advance, if possible): <https://lafayette.zoom.us/meeting/97375258228>



**WAR IS PEACE  
FREEDOM IS SLAVERY  
IGNORANCE IS STRENGTH**

**- GEORGE ORWELL, 1984**

**Dr. Katalin Fábián**

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#### Office Hours:

Please sign up in advance

<https://docs.google.com/spreadsheets/d/1D2omzN5a6-Gjje8gherkL0S-4c0i3N2ZB0f8VSUi00U/edit#gid=0>

**In person, after 4:10pm on Tuesday and Thursday,**

on days when no faculty, department, program, or committee meetings take place.

## 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 using 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+). Please consider the conditions for a Dean's Excuse: <https://advising.lafayette.edu/forms-policies/class-attendance-deans-excuse/>
- ❖ **1.B) 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:** Lafayette course credits account for four hours spent per week in classroom activities. The two 75-minute classes amount to three hours. The required 4<sup>th</sup> hour per week is made up of additional required activities.

- Film screenings: Viewing of documentary and feature films listed under the folder “Syllabus and Guides” on Moodle. Please use this prefix off-campus, if the link does not appear to work: <https://ezproxy.lafayette.edu/login?url=>
- Attendance at presentations or performances, <https://calendar.lafayette.edu/>.

### **2) WRITING ASSIGNMENTS**

Periodic writing assignments will provide opportunity for more in-depth analysis of the most relevant ideas and issues raised in this class.

Students are expected to complete:

- A) a [maximum four-page double-spaced analysis](#) of Horgan's book, *The End of War*,
- B) [substantive analytical entries and constructive comments on Forum/Google Drive posts](#) on assigned readings and feature/documentary films,

C) a 10-page (not counting bibliography) double-spaced research paper.

**In analytical papers and posts, please omit:**

- a) **imperatives** (what others should/must do) — but expose and analyze positionality,
- b) **forecasting of any sort**, except if you are a certified superforecaster, who appear to be slightly better than the average expert (<https://www.nytimes.com/2021/12/03/opinion/ezra-klein-podcast-philip-tetlock.html?action=click&module=audio-series-bar&region=header&pgtype=Article>), and
- c) **sloppy or non-existent logic**, indicated as “additionally”, “furthermore”, “moreover” and the like. To avoid logical fallacies, consult Kilcrease’s book.

Our FYS has the support of the Director of Special Collection **Ana Ramirez Luhrs**, [luhrs@lafayette.edu](mailto: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 01: **Camille Gitow**, [gitowc@lafayette.edu](mailto:gitowc@lafayette.edu), Tel: 203 313 1407

Section 02: **Kristen Vincent**, [vincentk@lafayette.edu](mailto:vincentk@lafayette.edu).

Except for 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.

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

The College’s mission is to foster the free exchange of ideas, to nurture the inquiring mind, and to integrate intellectual, social, and personal growth. To develop students’ skills of critical thinking and verbal communication, it encourages students to examine the traditions of their own culture and those of others; to develop systems of values that include an understanding of personal, social, and professional responsibility; and to regard education as an indispensable, lifelong process, <https://about.lafayette.edu/mission-and-history/>

In light of the College’s mission, this four-page double-spaced paper develops critical thinking as it 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?

What is convincing and especially: Why?

- ❖ Please specify what are your basis of accepting or questioning the data and arguments Horgan lists.

- ❖ Identify at least four concrete tools of evaluation you applied and state why you trust them.
- ❖ Do not reiterate what Horgan states in this book. Your task is to explain the basis that makes you agree or disagree with the data and arguments this book includes.
- ❖ If you neither agree, nor disagree, but the assigned readings and class discussions make you question and consider previous beliefs, state which assumptions the class thus far has questioned, why, and what is the current outcome.

3) Explain why you selected what you consider useful evaluation criteria for the data and arguments.

4) What is the significance of Horgan's argument? What relevance — if any — does this book have with unrelenting gun violence in the USA and the Russian invasion of Ukraine?

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 (Library Resources <https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/home.html>, and also listed on the top section of our class Moodle site).

## 2.B) SHORT ESSAY RESPONSES, POSTS, AND CONSTRUCTIVE COMMENTS

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

- **In-class short essay responses**
- **GoogleDrive/Moodle forum:** 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.
- **Three prompt-response one-page reviews:** of four films *Gandhi*; *Amandla!*; *Amazing Grace*; *Joyeux Noël* (listed under "Syllabus and Guides" folder), or regularly joining the Zen meditation, <https://calendar.lafayette.edu/node/60182>, or other interactive nonviolent practice.

## 2.C) 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 two successful cases of the many nonviolent movements, except those that are reviewed in Part II of *Why Civil Resistance Works*.

- **One of the cases should be one recent/contemporary nonviolent movement that have achieved some success** using the Special Collections exhibits
  - protest art of Dreamers and immigration,
  - global LGBTQ+ activism (the Lafayette Queer Archives, <https://queerarchivesproject.lafayette.edu/>), or

- environmental activism, such as the Earth Quakers  
(<https://quaker.org/environmental-and-ecojustice>; <https://quakerearthcare.org/>;  
<https://www.eqat.org/>)
- **The second, thematically or chronologically comparable case** can be one which was included in our readings and these sites: <http://www.nonviolent-conflict.org> and <https://nvdatabase.swarthmore.edu/content/about>, or the global network to reduce homelessness, Food not Bombs, [http://foodnotbombs.net/new\\_site/](http://foodnotbombs.net/new_site/) tries (see Huston, TX, <https://www.nytimes.com/2023/08/06/us/houston-food-not-bombs-fined-feeding-homeless.html>)
- For **long term effects of peace and security**, see <https://peaceaccords.nd.edu/>

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

**1) How and why were these nonviolent movements successful?** Please explicitly and analytically use the six mechanisms in *Why Civil Resistance Works* and related class readings.

**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.

In addition to the Special Collection materials, 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](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](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 is required once during the semester to present and pose ONE central question focusing on the synthesis of the reading assignments for that class (not a piece or part of the assigned readings).



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 or a series of questions),
- ❖ 3) **establish and explain a link between 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](https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html))
  - ❖ b) provide a live hyperlink to the article.
- ❖ 4) **After the Q&A in class, the presenter should indicate and explain as to which two peer responses to the discussion question were the best. These “best of” awards form an important part of the participation grade.**

The presenter’s upload is due on our Moodle class site the latest by 8pm before the session when the readings will be considered. A sign-up 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 the presenter’s upload (including the news item) up until 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 presenting and discussing their research. Each student must upload maximum five PowerPoint slides (not as a GoogleDrive link) of the main points by 8pm the day before the scheduled presentation. Students will sign up for one slot as presenter and one slot as commentator/reviewer offering constructive criticism to another student’s presentation.

### **4) 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 electronically universally accessible documentaries on Moodle, in the folder of “Syllabus and Guides.” The review needs to precisely explain how the event/movie supported or challenged topics and arguments 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 an indication as to how you can further develop your academic work.

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

**Assignments will be evaluated by using the following three categories:**

- ❖ **Accuracy** of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,
- ❖ **Integration:** coherent organization, logical flow, and analytical ability,
- ❖ **Format:** adequate and appropriate usage of language and style.

	<b>Weight</b>	<b>Due dates</b>
<b>Participation</b>	10%	all semester
<b>Written Assignments</b>		
* Essay on Horgan's book	20%	Draft: Sept. 27, Final: Oct. 6
* Forum posts	25%	
Moodle/GD Forum posts, film reviews, questions to presenters		
* Research paper	30%	
<b>Proposal (5%) Oct. 27, Annotated Bibliography (5%): Nov. 10, Draft: Nov.31, Final: Dec. 11</b>		
<b>Presentations</b>		
* 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.

## **Course-related Federal and College Policies:**

### **1) Retention of Course Materials:**

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 in 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.

- 2) **Student Academic Resources** <https://spaces.lafayette.edu/course/view.php?id=1276>: This is a centralized site for Lafayette students containing resources on college transition support, accessibility services, tutoring, health and well-being, advising and registration, technology help, library services, student funds, and more. You are encouraged to self-enroll in this site and bookmark it for future reference.

**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>

- 3) **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.

Use of **Artificial Intelligence (AI)**: In this class, students may use large language models (LLMs) as a tool **to assist** their writing, but not to generate the text. AI assistance means using a language model to help with brainstorming ideas, exploring potential counterarguments, or engaging in a targeted revision. Targeted revision might mean asking the model to help revise a

few sentences. AI generated writing means that the program generates large blocks of text or using the model as a substitute for creating ideas.

Students are required to cite, fully explain, and document the use of the specific LLMs. If students use a LLM and do not cite it, it is an academic dishonesty.

When a reader comes to a passage influenced by artificial intelligence, students should create a clearly marked appendix with the following information:

- a) The model used (e.g., GPT-4). Please note that this information is not the website that allows access to the model (e.g., Fermat), but the actual model itself.
- b) The date/s that the student used the model to assist.
- c) A detailed and clear description of how AI influenced the writing, including the actual prompting language.

For example: “The following three paragraphs of the text have been influenced by my work with the GPT-4, used on 9/16/23. Originally, I drafted and revised this paper in response to feedback from a writing associate. However, even after revision, I had difficulty with the organization of the following three paragraphs. The flow did not seem correct to me. I fed these paragraphs into the LLM and prompted it with the following language: ‘These paragraphs have organization issues. Please revise them to make them more coherent.’”

- 4) **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.
- 5) **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.
- 6) **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:

This course is designed to respond to world events as well as students’ interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

The assigned books are available in hard copy in the Reserves (two-hour loan) of Kirby Library and all are accessible electronically via the College Library.

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

The DVDs are electronically available or on reserve in Skillman Library Circulation.

- Chenoweth, Erica and Maria Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press. <https://web-s-ebshost-com.ezproxy.lafayette.edu/ehost/detail/detail?vid=0&sid=5c70e0b4-b694-4823-83a7-d0356671c74b%40redis&bdata=JnNpdGU9ZWZhc3QtbGl2ZQ%3d%3d#AN=399884&db=nlebk> (unlimited)
- Fiala, Andrew, ed. 2018. *The Routledge Handbook of Pacifism and Nonviolence*. Routledge. <https://libcat.lafayette.edu/Record/in00000440423> (unlimited)
- Horgan, John. 2012. *The End of War*. McSweeney's. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5821024> (unlimited)
- Macy, Joanna and Chris Johnstone. 2022. *Active Hope: How to Face the Mess We're in with Unexpected Resilience and Creative Power*. New World Library; Revised edition. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=29307917> (unlimited)

### Supplemental Materials:

- Barclay, Donald. 2018. *Fake News, Propaganda, and Plain Old Lies: How to Find Trustworthy Information in the Digital Age*. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5311589> (unlimited)
- Kalir, Remi and Antero Garcia. 2022. *Annotation*. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6534502> (unlimited)
- Kilcrease, Bethany. 2021. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. University of Toronto Press. <https://www-degruyter-com.ezproxy.lafayette.edu/document/doi/10.3138/9781487588649/html> (unlimited)
- *The New York Times*: [NYTimes.com/passes](https://nytimes.com/passes), use your Lafayette email address to create an account and/or log on (valid until graduation)
- PressReader and Global NewsStream in international news coverage
  - <https://www-pressreader-com.ezproxy.lafayette.edu/catalog>
  - <https://ezproxy.lafayette.edu/login?url=https://search.proquest.com/globalnews/advanced/fromDatabasesLayer?accountid=1194>
- *The Washington Post*, [https://libcat.lafayette.edu/Record/eres\\_ebs69285e](https://libcat.lafayette.edu/Record/eres_ebs69285e)

## 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 29, 2023, **Syllabus and Expectations**

- 1) **Introduce yourself with a collage** using maximum four words and four images. Place them all together as a .jpg or pdf file labeled with your last name first, given name second, in the “Introductions” folder of the section’s GoogleDrive.
- 2) **Prepare specific responses:**
  - 2.A) “Survival of the friendliest?” <https://tinyurl.com/y2pdxnpy>
  - 2.B) Tom Rivett-Carnac’s TED talk:  
[https://www.ted.com/talks/tom\\_rivett\\_carnac\\_how\\_to\\_shift\\_your\\_mindset\\_and\\_choose\\_your\\_future](https://www.ted.com/talks/tom_rivett_carnac_how_to_shift_your_mindset_and_choose_your_future)

#### R August 31 **Living in Wartime**

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

#### T September 5 **Is War Innate? The Prehistory of Violence**

- Horgan, Ch. 1, pp. 27-53 and Appendix, pp. 183-187
- last 10 mins re war in the interview with James Suzman,  
<https://www.nytimes.com/2021/06/29/opinion/ezra-klein-podcast-james-suzman.html>

#### R September 7 and T September 12 **Resource Scarcity**

- Horgan, Ch. 3, pp. 77-98
- Randall Amster, *Peace Ecology* (2015), pp.1-45,  
<https://ezproxy.lafayette.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=934510>
- Rubin, “A Climate Warning from the Cradle of Civilization” July 29, 2023,  
<https://www.nytimes.com/2023/07/29/world/middleeast/iraq-water-crisis-desertification.html>
- Friedman (2015) “The World’s Hot Spot” *The New York Times*, <http://tinyurl.com/njhp2bg>

#### R September 14 and T September 19 **Cultural Contagion**

- Horgan, Ch. 2, pp. 55-76 and Ch. 4, pp. 99-124
- Miller-Idriss, “America’s Epidemic of Hate” *Foreign Affairs*, 2022. July 8,
- Switched at Birth: ethnic and racial identities, *The New York Times*, Aug. 2, 2023,  
<https://www.nytimes.com/2023/08/02/world/canada/canada-men-switched-at-birth.html>
- Data on Kids and Gun Violence, *The New York Times*, Dec. 14, 2022,  
<https://www.nytimes.com/interactive/2022/12/14/magazine/gun-violence-children-data-statistics.html>
- “The Surprising Geography of Gun Violence” Politico, 2023, April 23,  
[https://www.politico.com/news/magazine/2023/04/23/surprising-geography-of-gun-violence-00092413?utm\\_source=pocket-newtab](https://www.politico.com/news/magazine/2023/04/23/surprising-geography-of-gun-violence-00092413?utm_source=pocket-newtab)

- 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=>

#### R September 21 **Analytical Skills**

- Remainder of *Faces of the Enemy*
- evaluate evidence: Lidz, “Cannibalism, or ‘Clickbait’ for Paleoanthropology? July 1, 2023, <https://www.nytimes.com/2023/07/01/science/archaeology-hominids-cannibalism.html?smid=nytcore-android-share>
- Macy and Johnstone, Part 2

#### T September 26 **Choosing Peace — with John Horgan**

- Horgan, Ch. 5, 6 and Epilogue pp. 125-182
- <https://worldbeyondwar.org/>
- Post one directly relevant question about the book on the dedicated Moodle Discussion Forum, referencing at least one specific segment or page/s.

Schedule a meeting with the WA to discuss organization and format of the analytical paper on Horgan’s book. Review to assist in the crafting the analytical paper on Horgan’s book:

- Kilcrease, *Falsehood and Fallacy*, Chapters 3-5
- [https://owl.purdue.edu/site\\_map.html](https://owl.purdue.edu/site_map.html) for “The Writing Process.”

Final draft (four double-spaced pages) of the analytical essay on Horgan’s book due to WA: Sept. 27

#### R September 28 **The Long-Term Trends**

- Pinker, “How Humans Gained an ‘Extra Life’” (re proportion of war death), May 11, 2021, <https://tinyurl.com/3f7w3r64>
- Kristof, “The Truth about Your Bacon” Aug. 5, 2023, <https://tinyurl.com/3pmee3uh>
- Macy and Johnstone, Introduction and Part 1
- review the concepts and evaluate the related measures
  - ❖ in “Costs of War” project at Brown University’s Watson School: <https://watson.brown.edu/costsofwar/figures>
  - ❖ Global Peacefulness Index <https://www.visionofhumanity.org/maps/#/>

#### T October 3 **Introduction to Special Collection + Academic Research and Writing with the Director of Special Collection Ana Ramirez Luhrs**

Why do we cite? What purpose does it serve? Why should we have conventions for citation?

- Barclay, *Fake News, Propaganda and Plain Old Lies*, Ch. 5 “Nine Essential Questions” and Ch. 7 “Scholarly Information”
- Kilcrease, *Falsehood and Fallacy*, pp. 1-27 (review Chapters 3-5 that appeared Sept. 20)
- [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

#### R October 5 **Active Nonviolence** — OM-azing YOGA! with Jackie Squarcia

<https://om-azingyoga.com/>, Kirby Athletic Building room 136 (if weather permits, backyard of GreenHouse LLC, 623 West Monroe Street, facing the Kirby Athletic Center)

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

Analytical essay on Horgan's book is due on Moodle: 10am Friday, October 6

**October 9 – 10: Fall break**

## **2) NONVIOLENCE IN THEORY AND PRACTICE**

R October 12 **Nonviolence: The History of a Dangerous Idea**

- Cady, "[A History of the Idea of Pacifism and Nonviolence](#)" in Fiala, ed. pp. 1-7

- Macy and Johnstone, Part 3

- **Required film 1:** *Gandhi*

<https://digitalcampus.swankmp.net/lafayette296642/play/35f6b734f6998bae>

**Film showing: 5-8pm, Thursday, Oct. 12, 104 Kirby Auditorium**

T October 17 **The Long 19<sup>th</sup> and 20<sup>th</sup> Centuries**

- Fox, [Nonviolence and Pacifism in the Long Nineteenth Century](#)

- Fiala, [Pacifism in the Twentieth Century and Beyond](#) in Fiala, ed. pp. 9-40

- Bob Dylan "With God on Our Side" ← listen to and interpret the lyrics

[https://www.youtube.com/watch?v=MX0qnAgzpg&ab\\_channel=WelcometoGuantanamo](https://www.youtube.com/watch?v=MX0qnAgzpg&ab_channel=WelcometoGuantanamo)

- **Required film 2:** *Joyeux Noël* <https://video.alexanderstreet.com/watch/joyeux-noel>

R October 19 **Gandhi and His Followers**

- Gan [The Gandhi-King Tradition and Satyagraha](#) in Fiala, ed. pp. 93-100

- *A Force More Powerful*, <https://www.nonviolent-conflict.org/force-powerful-english/>

- ❖ Segment 1: India and USA (two parts),

- ❖ Segment 2: Denmark under Nazi occupation

T October 24 **The Success of Nonviolent Resistance**

- Chenoweth and Stephan, pp. 3-26

- *A Force More Powerful*, <https://www.nonviolent-conflict.org/force-powerful-english/>

- ❖ Segment 1: South Africa

- ❖ Segment 2: Poland and Chile (two parts)

R October 26 **Participation in Nonviolent Resistance**

- Chenoweth and Stephan, pp. 30-60 (pls review pp. 3-26 that appeared on Oct. 4)

**Research Paper proposal is due: 10am Friday, October 27**

T October 31 **"Random Outbreaks of Hope"**

- Chenoweth and Stephan, pp. 87-91, 191-197, respective segment + case study **updates** on Iran, Palestine, Philippines, and Myanmar/Burma



R November 2 and T November 7 **Human and Women's Rights**

- Chapter 2 "What is there to see and why do we not see it?" pp 21-61; Chapter 3: "What is the global picture?" pp. 63-89, Chapter 5: "The heart of the matter: The Security of Women and Security of States" pp. 126-145, in Hudson et al., *Sex and World Peace* (2023), <https://www-jstor-org.ezproxy.lafayette.edu/stable/10.7312/huds20474>
- What Happens to Women's Rights When Democracy Backslides? Anne Wingenter and Erica Chenoweth, Apr. 26, 2022, Harvard Kennedy School  
<https://www.belfercenter.org/publication/what-happens-womens-rights-when-democracy-backslides>

**Film showing: 5-8pm, Thursday, Nov. 2, 104 Kirby Auditorium**

R November 9 **Special Collections Sources and Bibliographies** with **Director of Special Collection Ana Ramirez Luhrs**

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

**Revised Abstract and Annotated Bibliography of research paper is due: 10am November 10,**

**Review:**

- Kalir and Garcia, Ch.3, "Annotation Shares Commentary" pp. 63-86
- [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)

### **3) LESSONS OF NONVIOLENCE**

T November 14 **Exploring Alternative Explanations**

- Chenoweth and Stephan, pp. 62-82
- Segments from *Breaking Bread* (2021)

R November 16 and T November 21 **Victory without Violence**

- Chenoweth and Stephan, pp. 201-227
- Khan interviewing neo-Nazis and jihadists, <https://tinyurl.com/yajtyv7x>
- Macy and Johnstone, Part 3 (as appeared on Oct. 18)
- *Amandla!* <https://digitalcampus.swankmp.net/lafayette296642/play/38bdded0eed9a817>

**November 22 – 24 Thanksgiving break**

### **4) STUDENTS' RESEARCH WORKSHOPS AND PRESENTATIONS**

T November 28, T December 5, and R December 7

R November 30: **Meetings with Director of Special Collections Ana Ramirez Luhrs regarding sources and bibliographies**

Professor at ASEEES conference, Nov. 30 – Dec. 3

**Ten pages and bibliography (without annotations, references following the author-date Chicago style) of the Research Paper are due to the WA: 10am Monday, Nov. 31**

Final Research Paper is due: 10am Monday, December 11

**“The choice is not between violence and nonviolence but  
between nonviolence and nonexistence.”**

**Martin Luther King, Jr.**

