

PAX 552

Spring 2008

Eastern Mennonite University
Conflict Transformation Program

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Course Objectives:

- Learn the history of how nonviolent strategies have worked in varied contexts.
- Understand the philosophy of nonviolence.
- Learn to create strategies for increasing power and waging conflict nonviolently.

Key question:

- How do people overcome violence without using violence?

Books:

Subverting Hatred: The Challenge of Nonviolence in Religious Traditions edited by Daniel Smith-Christopher

Waging Nonviolent Struggle by Gene Sharp

A New Weave of Power, People, and Politics by Lisa Veneklasen

Martin Luther King, Jr. pamphlet - available in book store

Strategic Nonviolence: Activism & Advocacy

Course Description:

Building peace requires a wide range of approaches. Social movements play a key role in raising awareness about important issues of justice and conflict as well balancing power between groups so that negotiations can be more successful in addressing the root problems. Social movements work best when they are planned strategically with an eye to planning long-term, including all relevant stakeholders, and building important alliances and coalitions with others.

Strategic nonviolent action is an essential element in peacebuilding. Both violence and nonviolence are strategies to balance power and raise awareness in conflicts that are not ready for verbal forms of negotiation, mediation, or dialogue. They both intensify conflict to 'force' or persuade people to change their behavior. Violence usually spirals into a cycle and creates new victims. Waging conflict nonviolently through advocacy and activism ideally ripens the conditions for transforming relationships and structures while stopping the cycle of direct and structural violence.

This class places the use of violence and nonviolence within a larger context of social movements and peacebuilding, and identifies the ways advocacy and activism complement other peacebuilding activities. Unlike many approaches to activism and advocacy, it stresses the need to focus on non-adversarial, relationship-based approaches. The course introduces the philosophy of nonviolence. The course examines the strategy and methods of activism and advocacy. Students will learn to reflect critically on social movements and learn to create nonviolent forms of power, identify tactics and design plans for social movements.

Strategic Nonviolence Class Schedule:

Date	Class Topic	Readings
Thursday Jan. 24 8-11pm	Showing of the film “Gandhi” If you are not able to attend, please watch the movie on your own.	<i>Handouts sent via email</i>
Friday Jan. 25 9-12; 1:30-4pm	<ul style="list-style-type: none"> ■ Syllabus, Introductions, Expectations, sign up sheets ■ Definitions and scope of the class The origins of Waging Nonviolent Struggle Video: A force more powerful: South Africa Video: A force more powerful Chile	Chapters 1-4, 7-8, 11, 14, 16, 17, 19 in <i>Waging Nonviolent Struggle</i>
Thursday Feb. 7 1-4m	European Case Studies Video: A force more powerful Poland & Denmark	Read Chapters 10, 18, 23, 27 in <i>Waging Nonviolent Struggle</i> Reading Reflection Due
Friday Feb. 15 9-12 1:30-4pm	Video: MLK and Civil Rights Movement Dynamics of Nonviolent Struggle	Chapter 20-34 in <i>Waging Nonviolent Struggle</i> Read Martin Luther King Jr. pamphlet
Thursday Feb. 28 1-4m	Strategic Planning	Part 4 of <i>Waging Nonviolent Struggle</i> pp 433-524 Reading Reflection Due
Thursday March 13 1-4m	Introduction to Advocacy	Part 1 in <i>A New Weave...</i> Letter Project Papers Due
Friday March 28 9-12pm 1:30-4pm	Planning Advocacy	Part 2 in <i>A New Weave...</i> <i>Appendix A in Waging Nonviolent Struggle</i>
Friday April 11 9-12pm 1:30-4pm	Doing Advocacy	Part 3 in <i>A New Weave...</i> Advocacy Campaign Design Papers Due
Friday April 18 9-2pm	Religious Approaches to Nonviolence	Choose 7 chapters to read out of <i>Subverting Hatred: The Challenge of Nonviolence in Religious Traditions</i> Group Presentations

Class Participation

Be ready to share your thoughts and reflections in class. Please be on-time to all classes. It is disruptive to have people walking in late, and it is difficult to start the class without having everyone present. If you are going to be late or absent, please inform Lisa prior to class.

Format for all papers:

Please use the following format for all papers. It makes it easier for me to grade the papers if they all look alike and stack well☺

- No title page. Put your name, the date, and the title of the assignment on the top of the first page of your paper.
- Number the pages of your paper.
- Single space the paper with a double space between paragraphs.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.
- Use subtitles to separate different parts of the paper. Subtitles add clarity to any form of writing.
- Where required, use either footnotes or endnotes in any citation style you choose.
- Please stay within the page limits set for each assignment unless it seems absolutely impossible!
- If you prefer, you may use recycled paper to turn in your assignments. (ie, use the back side of already used paper)

Grade Scale

95-100 = A outstanding

90-94 = A- excellent

85-89 = B+ very good

80-84 = B good

75-79 = B- average

70-74 = C passing

Below 70 = F failing

Learning Disabilities

If there is a student in this class who has special needs because of a learning disability or other kind of disability, please feel free to make an appointment with me to discuss it with me. If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with me or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor (432-4233).

Course extensions and outstanding grades

The following is CTP policy on course extensions: For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the CTP Registrar. If the request is granted the student will receive an “I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the student does not fill out a course extension form or the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CTP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Honorable Work Product:

The requirements of academic integrity preclude plagiarism of others’ words and ideas. Of course, these restrictions in no way limit your opportunity to discuss readings, formulate outlines, raise inquiries, and form groups for mutual assistance outside of class. Collaboration must end, however, when each student begins writing. Plagiarism includes your presenting either the exact words or the ideas of someone else as though they are your own. This is a serious breach of honor and grounds for a zero on an assignment or exam. It may contribute to a failing grade for the course. Lack of understanding what constitutes plagiarism is not an excuse. If the following guidelines are not clear enough for you, please consult me prior to submitting written work:

- Quoting directly from sources without providing full and accurate citations;
- Paraphrasing or summarizing from sources without full and accurate citations;
- Quoting from sources without using quotation marks, even if you cite the source;
- “Sources” include all printed and electronic forms of material (including CD-ROM and Internet materials), as well as the work of classmates, professors, and others.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. See also the EMU Graduate Catalog <http://www.emu.edu/catalog/graduate/academics.html> under “Honesty” for the university policy.

Course Assignments for Strategic Nonviolence:

You have a choice of assignments in this class. Choose the assignments you would like to complete for a total of 100 points.

MANDATORY

1. 2 Reading Responses/Journals/Reflection Papers-
20 points each for a total of 40 points

Write a 2 page single-spaced response paper to the readings assigned on scheduled days. Please do not summarize the readings. Include your own thoughts and reactions to the reading.

- What do you think about the author's perspectives and theories or the specific case studies of nonviolent action?
- What points in the readings make the most sense to you given your experience of violence and nonviolence?
- What contribution do the readings bring to your understanding of conflict and peacebuilding?

Please cite specific examples and theories from the readings, to demonstrate your comprehension of the material. These papers are informal- if you have done the readings, you can write them in 1-2 hours.

2. Advocacy Campaign Design Paper

Write a single spaced paper on a situation where nonviolent strategies should be tried. For more details, see directions below. *(your choice: 40-60 points. Please write on your paper how many points you need it to count for)*

OPTIONAL:

3. Letter Project

Write a 2 page single spaced letter to someone who you would like to convince of the power of nonviolent strategies. For more details, see directions below. *10 points*

4. Religious Teachings and Nonviolence Group Presentations

Research the religious teachings on violence and nonviolence from the perspective of a particular religion or group of religious followers. Prepare a presentation for the class on Friday March 21. For more details, see directions below. Sign up on the second day of class. = *10 points*

Religious Presentation Project

Purpose: To show understanding of the principles of religious approaches to nonviolence as a way of life.

Product: There are very good resources now on Jewish, Buddhist, Hindu, Muslim, Christian, and Indigenous approaches to violence and nonviolence. For example, you can do a research paper on “Islam and Nonviolence” or research the Muslim nonviolent movement of Abdul Gaffer Khan in Pakistan. Individuals or small groups will present the core teachings of different religious traditions and show how violence and nonviolence are understood within that religion. Presentations should include visuals such as a powerpoint presentation, key points on large sheet paper, symbols from the religion, and any rituals that would be appropriate to share with the group. If you’d like to work with a small group of others, it is okay to form a team and divide the research.

Presentation in class for morning meditation- Individuals or small groups will present the core teachings of different religious traditions and show how the violence and nonviolence are understood within that religion. Please include the following:

1. Describe the core principles of the religion or discipline of your choice. Please use subtitles or bold text to highlight the principles.
2. Describe how the religion or discipline contributes to a nonviolent way of life.
3. Describe important rituals or practices in the religion or discipline that contribute to a nonviolent way of life.
4. Describe nonviolent social or political movements that have grown out of this religion or discipline if there are any.
5. Submit a list of citations from the research that you have done along with the outline of your presentation.

I have resources in my office that can be used for your research. Please first go to the main library and borrow their books. Then come to me if you are having trouble locating materials.

Grading Guide

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
A	<ul style="list-style-type: none"> ■ You are able to share the core principles of the religion or discipline in a clear and inspirational way for others to understand. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The presentation is well organized, with appropriate subtitles for different sections ■ The writing is clear and concise ■ There are few grammatical errors and the paper has been carefully edited. ■ Citations are clear and formatted.
B	<ul style="list-style-type: none"> ■ You are able to share the core principles of the religion or discipline in a clear way for others to understand. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The presentation is well organized, but lacks appropriate subtitles for different sections ■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor ■ There are more than a few grammatical errors and the paper has not been carefully edited. ■ Citations incomplete
C	<ul style="list-style-type: none"> ■ You are able to share the core principles of the religion or discipline in an adequate way. ■ You do not follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is not well organized. ■ The writing is unclear. ■ There are many grammatical errors ■ Citations are incomplete
D	<ul style="list-style-type: none"> ■ The guidelines for the assignment were not followed. 	

Letter Project

Purpose: To show that you are capable of making convincing arguments against the use of violence and can explain the core concepts of strategic nonviolence.

Product: Write a 2-3 page single spaced letter to someone who you would like to convince of the power of nonviolent strategies. Think of someone who uses violence or who supports the use of violence to cause others to change or to work for justice. For example, you may think of your cousin or uncle in the military, George Bush, Osama bin Laden, Malcolm X, or a friend or family member who supports the war on Iraq, or a rebel movement in any number of countries around the world. You may agree with the person you are writing to- this paper does not presume that you are pacifist. You also may agree that violence is needed. However in this paper, you will be using the arguments from the readings and class discussions to question the necessity and usefulness of violence.

1. Begin with a brief introduction of the person to me in italics before you begin the actual letter.
2. Make convincing arguments about BOTH why you think violent strategies can not work to meet the needs and goals of this person and why nonviolent strategies can work to meet the needs and goals of this person.
3. Use subtitles or divide the letter into organized sections according to each of your arguments.
4. Make the most convincing arguments you can based on the readings and using at least 3 citations (you choose the style) from the class readings.
5. 20 points

Letter Project Grading Guide

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
A	<ul style="list-style-type: none"> ■ You are able to use a wide range of theories and tools from the readings and class discussions in your paper. ■ Your analysis of the conflict draws on and uses theories offered in the class texts. ■ You develop a creative strategy that shows you put time and energy into thinking about the causes of the conflict, the power of the stakeholders, and what might bring about change. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is well organized, with appropriate subtitles for different sections ■ The writing is clear and concise ■ There are few grammatical errors and the paper has been carefully edited. ■ Citations are clear and formatted.
B	<ul style="list-style-type: none"> ■ You use a wide range of theories and tools from the readings and class discussion, but your use of the tools is superficial and does not demonstrate that you have fully developed a capacity to use them ■ Your analysis of the issue and develop a strategy, but you have missed some important components. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is well organized, but lacks appropriate subtitles for different sections ■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor ■ There are more than a few grammatical errors and the paper has not been carefully edited. ■ Citations incomplete
C	<ul style="list-style-type: none"> ■ You use a few theories and tools from the readings and class discussions, but do not address some of the most important ones. ■ Your analysis and strategy are incomplete. ■ You do not follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is not well organized. ■ The writing is unclear. ■ There are many grammatical errors ■ Citations are incomplete
D	<ul style="list-style-type: none"> ■ The guidelines for the assignment were not followed. 	

Advocacy Campaign Design Paper

Purpose: To show that you are capable of developing a strategic nonviolent campaign or movement.

Product: Write a 5-6 pages (for 40 points) or 8 pages (for 50 points) or 10-15 (for 60 points) pages in a single spaced paper on a situation where nonviolent strategies should be tried because there is a general lack of awareness about the problem, or other methods of peacebuilding such as dialogue or negotiation are impossible or extremely difficult because there is a great power imbalance between the groups.

1. Begin with a analysis or “Strategic Assessment” of the situation based on Appendix A of *Waging Nonviolent Struggle* (2-3 pages)
 - a. Who are the key stakeholders involved? Who are possible groups to include in a movement for change? Who would be likely to resist change
 - b. What are the causes of the conflict from a human needs perspective?
 - c. What is the history of the interactions between groups?
 - d. What is the dependency balance between groups?
2. Develop a campaign to address this issue or conflict.
 - e. Identify the overall goal/objective of a campaign or movement to address the issue or conflict you have chosen.
 - f. Identify specific tactics that you would recommend to this group to help mobilize their power or create power for themselves and/or raise awareness of the issues (e.g. picket lines, petitions, letter campaigns, etc.)
 - g. Describe how your strategy will increase the will and power of the defense and undermine the will and power of the aggressors or opponents of your goals on this issue or conflict.
 - h. Describe how your strategy is in line with the strategy development models from the class reading, particularly *A New Weave of Power, People, and Politics*.
 - i. Describe how your specific tactics in nonviolent direct action could be part of and/or lead into other peacebuilding activities using the peacebuilding map such as negotiation, dialogue, institutionalization, or development programs.
3. Refer to the theories and examples from the course readings with at least 7 citations or references.
4. Points: 40-60 points (your choice) depending on the other assignments you complete.

Grade	Content (¾ of total grade)	Writing (¼ of total grade)
A	<ul style="list-style-type: none"> ■ You are able to use a wide range of theories and tools from the readings and class discussions in your paper. ■ Your arguments draw on and uses theories offered in the class texts. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is well organized, with appropriate subtitles for different sections ■ The writing is clear and concise ■ There are few grammatical errors and the paper has been carefully edited. ■ Citations are clear and formatted.
B	<ul style="list-style-type: none"> ■ You use a wide range of theories and tools from the readings and class discussion, but your use of the tools is superficial and does not demonstrate that you have fully developed a capacity to use them ■ Your arguments are good, but you have missed some important components. ■ You follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is well organized, but lacks appropriate subtitles for different sections ■ The writing is somewhat clear and concise, but could use improvement or assistance from a writing tutor ■ There are more than a few grammatical errors and the paper has not been carefully edited. ■ Citations incomplete
C	<ul style="list-style-type: none"> ■ You use a few theories and tools from the readings and class discussions, but do not address some of the most important ones. ■ Your arguments are incomplete. ■ You do not follow all of the guidelines given in the assignment description. 	<ul style="list-style-type: none"> ■ The paper is not well organized. ■ The writing is unclear. ■ There are many grammatical errors ■ Citations are incomplete