

WELCOME SCHOLARS!
Nonviolence in Theory and Practice: JUPS 202-01
Fall 2013

Contact Information:

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Office Hours: Fri. 3:30-4:30pm or appointment

Mailbox: in Center for Social Justice (CSJ), Suite 130, on the first floor of Poulton Hall

Class Time: 12:30-3:00pm Fri.

Class Location: White-Gravenor 202

Office Location: CSJ Conference Room

*This course is part of an exciting academic program on Justice and Peace (PJP) at Georgetown University. PJP is an interdisciplinary unit dedicated to teaching and research in the emerging area of Peace Studies. The course is designed for the undergraduate student in any major, who wants to explore the concepts of justice and peace thoroughly and thoughtfully. It is also the required introductory core course for students pursuing an academic minor or certificate in Justice and Peace. PJP offers students a program of study toward an undergraduate minor in the College and a certificate in the Schools of Foreign Service, Nursing and Health Studies, and Business. For more on PJP, visit www1.georgetown.edu/departments/justice_peace/. **Join the (unofficial) PJP Facebook group or sign up for the program's Google-group listserv for information on peace and justice related events, fellowships, internships, and jobs by sending an email request to join to Maggie Ferrato at maf89.**

Course Description:

What is often meant by "nonviolence?" What are the ethical theories at play and social implications for how we practice nonviolence? What lessons might we draw today from Gandhi, Dr. King, and Gene Sharp? How shall we conceive of "success" in nonviolent interactions and movements? What ingredients/strategies contribute to or diminish effective nonviolent movements? These are some of the questions we will examine through exciting readings, student-facilitated discussions, guest speakers, and a research paper or group nonviolent movement project (your choice!).

The word "nonviolence" is too often misunderstood and even abused. Yet nonviolence has an extensive history, dating back over 4,000 years, which is largely ignored or rarely taught. Not as well documented as war, it is still in its infancy as an "experiment with truth" (Gandhi). Some people, communities and organizations are called to be nonviolent because of their spiritual beliefs and religious traditions ("way of life"), while others are motivated to use nonviolence because of primarily strategic considerations and calculations. In other words, they would say "to use violence would be suicidal if the enemy/opponent is much better armed." Nevertheless, when used deliberately, methodically and persistently over a sustained period, nonviolence can erode the legitimacy of a ruling power and produce significant personal, community and structural changes in a society. Nonviolence has toppled dictatorships and helped to end Apartheid, advanced civil, political, cultural and economic rights, and captured the imaginations of millions of people around the world. It is currently used in conflict zones with great effect, such as with the work of Nonviolent Peaceforce. Nonviolent tactics do not always work in every way or produce some of our desired immediate results. However, there is strong evidence that in the long-term a broad nonviolent strategy produces much more sustainable, democratic outcomes than armed struggle.

Course Objectives:

- To develop a more thorough understanding of the ethical theories and implications of various approaches to nonviolence.
- To learn the stories, strategies, and implications for today of Gandhi and Dr. Martin Luther King Jr.
- To learn about and analyze contemporary NV campaigns from around the world.
- To improve critical/analytical thinking, presentation, dialogue, collaboration, and writing skills;
- To develop skills of synthesis – to see the parts in the context of the whole, to relate one author's ideas to another's, and to draw on different authors' contributions;
- To hone skills of imagination – to envision the world we want to live in, and work to bring it into existence.
- To become wiser, more loving, and more committed to the practices of justice and peace

This course has a community-based learning (CBL) option, as organized by the Center for Social Justice (CSJ). At Georgetown University, CBL is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students' experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community. The **required hours are 30**, about 3 hours for 10 weeks. More details: <http://socialjustice.georgetown.edu/students/cbl/CBLC/>. Should you opt for CBL, I will ensure that you are changed to the CBL section, which means that "CBL" will appear on your transcript in the course title. *More info. on specific options will be provided the first day of class. **Be sure to fill out the "Working with Minors Guidelines," Contract, and Liability forms on Blackboard.**

Texts:

Required

Easwaran, Eknath. Gandhi the Man, 2011, 4th edition.

Easwaran, Eknath. Nonviolent Soldier of Islam, 1999.

Chenoweth and Stephan, Why Civilian Resistance Works, 2011.

*Lederach, John Paul. The Little Book of Conflict Transformation, 2003

Nagler, Michael. Hope or Terror? The Other 9/11, 2006 (free online download available)

Sharpe, Gene. Waging Nonviolent Struggle, 2005

Washington, James, ed. A Testament of Hope: Essential Writings of MLK, 1991

*Zehr, Howard. The Little Book of Restorative Justice, 2002

Zunes, S. ed. of Nonviolent Social Movements, 1999 (order online)

*(Encouraged reading before classes begin as foundational concepts to NV, but we will also review parts during the semester.)

Recommended:

Nagler, M. Search for a Nonviolent Future, 2004.

McCarthy, E. Becoming Nonviolent Peacemakers, 2012.

Pranis, K. The Little Book of Circle Processes, 2005.

Ackerman, P. and DuVall, J. A Force More Powerful: A Century of Nonviolent Conflict, 2000.

Moser-Puangsuwan and Weber. Nonviolent Intervention Across Borders: A Recurrent Vision.

Lynd and Lynd. Nonviolence in America: A Documentary History.

Gandhi, M. The Story of My Experiments with Truth, 1993.

Selected articles will be available on Blackboard. *Required Texts are available at **Bridge Street Books**. Location: 2814 Pennsylvania Ave. NW 20007; 202-965-5200; hours 11-9 (Sun. 12-6). Hints on books: You can sometimes find portions of books by searching Google books online, or you can use libraries, such as the inter-library loan process.

Class Format:

The class format will be a mixture of questions, discussion, and lecture as well as both large and small groups. Students are expected to be dialogue partners in the learning process. Students should be prepared to respond to questions during a lecture and to raise their own questions. Students will frequently be called upon to summarize the content of an article or chapter, as well as give a summation of the class discussion for that day. **Since there will not be nearly enough time in class to discuss all that we have read**, be aware that you are responsible on tests and in papers for more than what we discuss in class.

Discernment Community

Each student will become part of a small discernment community (DC) made up of 3-4 other students in the class. These DC's will gather regularly in class. The DC's will have 2 primary functions: 1) provide a more congenial space where we can practice thinking/feeling collaboratively through challenging conflict scenarios. The DC's will cultivate our skills of civil discourse and empathy. 2) The DC's will discuss readings, particular questions, and experiences to generate a sense of community and to potentially hear a diverse set of ideas.

Criteria for Assessment:

Satisfactory achievement of the objectives as measured by:

1. Participation (15%)
2. Essays (30%)
3. Research Paper or Group Project (30%)
4. Quizzes (25%)

Grading:

A: 100-93% A-: 92-90% B+: 87-89% B: 84-86% B-: 83-80%...and so forth.

Writing Guidelines

All headings to essay assignments should be single-spaced and no more than 2 lines

Read over your work: grammar and spelling will be assessed

Standard guidelines apply: typed, use standard 12 pt. font sizes, one-inch margins, and double-spaced. What is most crucial is that the work is your own, and when your ideas, let alone your words are not your own, proper citation needs to be given. Quotations 4 or more lines should be single-spaced and indented. They should be used sparingly. On this and all matters in class, the provisions of the Honor Code will be followed.

1. Class Participation Components

Attendance:

Each student is expected to attend class regularly and to be punctual in arrival. Attendance will be determined in the first few minutes of class. Each day of attendance is worth **one point**. Beginning with the **second full absence, one-third of a letter grade will be deducted** from the student's final grade from the class, i.e., an "A-" will be lowered to a "B+," a "B" to a "B-," etc. An additional third will be taken off for the fourth absence. Any more than five absences can result in failure for the semester regardless of

academic performance on tests and papers. Your unique circumstances can affect the impact of this component. Please communicate to me about why you are missing class. If you need to miss six or more classes for medical reasons, you should consult the college's guidelines for medical withdrawal.

*If you are **late to class then you lose .5 of that day's attendance.** This policy is to practice respect for the student who normally will be presenting at the beginning of class, yourself in terms of the commitment you made to the class community, and for the teacher. *Feel welcomed to check with me anytime on your point totals.*

Engaged Attentiveness:

In order to be engaged in class, you must first prepare for class through critical reading and reflection. It is highly recommended to bring the required readings for that session with you to class as hard paper copies or via your computer. Being attentive, listening to others, not talking when others are speaking, being clear and concise, not dominating the conversation, approaching controversial ideas in a way that encourages discussion, dialoging with your classmates not only the professor, preparing to be self-reflective about your own thoughts, and taking notes are all aspects of this component. Well-reasoned and respectful contributions to class discussions will value more than the sheer quantity of a student's interjections.

Please silent cell phones and other technological devices prior to class. If you choose to use a laptop for notes, be aware of the distraction you may cause to others and yourself. Web surfing, chatting, Face-booking and other non-class technological activity during class is unfortunate and unacceptable.

Each day you can earn **one point** for this component. In the event that a student's final grade falls within 1-2% of a higher grade, attendance/attentiveness may justify rounding upward. In actual application, it probably means much more. A student who seems to struggle on tests but seems well-prepared in class, demonstrated by significant and thoughtful participation is certain to have her or his case reviewed closely. *Feel welcomed to check with me anytime on your point totals.*

Artistic Expressions: 1-2 paragraphs

Each student will share with the class a song, poem, short story, image, short video scene or other artistic expression, which they will analyze for 1) insights about nonviolence 2) relate it to their own narrative. We want to hear part of your own story in this presentation. If you want to relate it to that day's reading, you may, but it is not required. You're encouraged to indicate any ethical growing edges (i.e. potential for abuse, alternative or mis-interpretations, or gaps in how nonviolence gets portrayed in the chosen art), or any questions/broader implications the chosen art raises about our lives. Type out your thoughts in about a paragraph and turn them in to me at the class in which you present; email or hard copy is accepted. **Plan to do any set up before the class begins and limit the presentation to 3-5 min.'s. 30 points**

Facilitated Discussion:

Students will select one class session to facilitate as a pair for a **7-10 minute** discussion on one or two aspects of the reading. Each pair must prepare a simple one-page handout for the class. The handout should include *only relevant information* from the readings for facilitating the chosen topic(s) of discussion and **1 or 2** questions for us to discuss. **Presentation of any information should only be 1-2 min.'s.** This is *primarily a discussion* experience. The facilitators should practice reflective listening and ensuring that all voices are invited to participate. The facilitators are responsible for keeping the conversation going if need be. **Email me your handout by 10pm the night before class. 10 pts.**

Comparison Chart

This is a simple review exercise comparing and contrasting major thinkers and practitioners of nonviolence whom we analyze in class: Sharp, Gandhi, King, and Day. It will be useful to prepare for your first quiz. **Total Points: 25**

Self-Evaluation: Fill out the self-evaluation form on BB to assess your overall contribution to the learning community over the semester. Due at the end of the semester: **10 pts.**

2. Essay Assignments:

Nonviolent Peacemaking Narrative: 3 pages

DUE: Jan. 23

Students will critically reflect on their character development, with special attention to explicit understandings and practices of nonviolence and peacemaking. Tell your story: What key experiences shaped the development of your character, that is answer a) worldview (general meaning/purpose of life, faith), b) core values- **include explicit definitions of “nonviolence” and of “peacemaking,”** c) regular practices of nonviolence and peacemaking that have shaped your character, d) hopes or personal aspirations relevant to nonviolence and peacemaking. **Be sure to note how any significant changes in a-d have occurred during your life. 75 pts.*

Journals:

- A. CBL Track: **2 entries**, 1-2 pgs. for the first one and 3-4 pgs. for the last one. Follow instructions on CBL Journal Guidelines found on BB. *Try to complete at least 1/3 of your total CBL hours before you turn in entry #1, which is **due Oct. 18** at the beginning of class. Second entry is due **Nov. 22. Point Totals: 50, 75**
 - a. Periodic updates or sharing by CBL students will be invited for the whole class
- B. Standard Track Reading Analysis: **1 entry**, 2-3 pgs. Follow instructions on the ST Journal Guidelines found on BB. **Due Nov. 22; Total points: 100.**

Nonviolent Movement Engagement

Choose a present campaign and follow it throughout the semester. Record your initial analysis of the campaign in **one 150-300 word entry due on week 6**. Post this to Blackboard with the name of the campaign in the discussion section for your peers to read and respond to if they like. Each person should respond to at least one other entry during the semester. The **second entry should be 2-3 pages** of a strategic estimate based on the “Strategic Estimate” document on BB in the admin folder. Turn both entries and both peer responses in by Week 12 of the semester as a word doc. via email to esm52. See “Admin” folder in BB for more detailed instructions. **Total Points: 125**

“Best Practices” of Nonviolent Resistance Movements: 2 pgs.

After exploring major NV movements across the globe, offer a summary document of “best practices” including some attention to the less than helpful practices. Briefly explain your rationale of selections. Think of this as a tool you can draw on in future work or research. See Admin folder in BB for rubric. **Due Week 14, Total Points: 75**

3. Research Paper or Nonviolent Peacemaking Group Project

Each of you may choose to do a research paper (10-12 pages) or work in a group focusing on a nonviolent movement. The Librarian who oversees JUPS is Sandy Hussey - husseys@georgetown.edu. She has created a link here of some resources: <http://guides.library.georgetown.edu/socialjustice>. The major product of the group collaboration is a 30-35 minute *presentation* to the class, but each group should also focus on its own “peace-work” and processes. *See BB under Admin folder for detailed

guidelines. Students will fill out an evaluation/feedback form for each group's *presentation*. **A 3-4 page reflective essay will be required for each student in a group.**

**Notify me of your choice: paper or group project, by Oct 25.*

**Group Project students will post on BB a paragraph proposal by Oct. 28*

**Group students will vote on top 3 and email to esm52 by Oct. 31 at 5pm*

**Groups will be notified by Nov. 1 ---Get started!!*

****Research Paper Proposals due by Nov. 1 at 10pm***

**Group readings and annotated bibliography due Nov. 22 at 12:30pm via email to esm52*

4. Quizzes

There are two short quizzes. They will cover the summary points given at the end of each class session on the power points for the allotted sessions. The quizzes will last about 30 minutes at the beginning of the scheduled class.

Accommodations

Georgetown University is committed to equal opportunity in education for all students. If you have a disability, or believe you might, and would like to receive accommodations in this course, then you should contact the Academic Resource Center. The ARC is the campus office responsible for reviewing documentation provided by students with disabilities and for determining accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. The Center is located on the third floor of the Leavey Center, Suite 335; visit <http://ldss.georgetown.edu>.

Citations/Plagiarism

The correct and honest citation of sources is critical to the academic and scholarly process. A citation acknowledges and appreciates another person's ideas and adds integrity and foundation to your own. If you copy, quote, translate, summarize, or paraphrase any ideas or information from a source outside of your own thoughts, you must cite it properly. A citation provides all necessary information for me, or another reader, to locate that particular reference, whether it is a book, article, television program, or report on an Internet site. Simply stated, do not cheat and do not plagiarize. If you need clarification on what plagiarism is, read <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. In this course, you can use either American Psychological Association (APA) or Modern Language Association (MLA) format for citations. Please be sure that you have an APA or MLA handbook. APA resources are online, including at: <http://owl.english.purdue.edu/owl/resource/560/01/>. MLA resources are online, including at: <http://honolulu.hawaii.edu/legacylib/mla.html>. Be careful of citations from Internet sources.

Honor Policy: Georgetown University operates with an undergraduate honor system. As signatories to the Honor Pledge, and as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Honor System and on the Honor Council website. I too am obligated to uphold the Honor System, and will report all suspected cases of academic dishonesty. <http://gervaseprograms.georgetown.edu/honor/system/>

Class Sessions

Aug. 30, Week 1: Introduction- Narrative and Social Context, 37 pgs.

P. Freire, "Pedagogy of the Oppressed" pgs. 138-144 on BB

P. Wadell, "Narrative and the Moral Life" pgs. 135-144 on BB

H. Zinn, "American Ideology" pgs. 1-8 on BB

J. Atwood, "America and Its Guns" pgs. 44-51, 69, charts on BB

***CBL Info. and Visits from Organizations**

***Artistic Expression and Student Facilitated Discussion Sign Ups**

Sept 6, Week 2: Exploring Terms: Conflict, Violence and Nonviolence, 77 pgs.

Lederach, J., The Little Book of Conflict Transformation, pgs. 23-33

"Cultural Violence" by J. Galtung (1990): (*Sect.'s* 1-3, 4.2, 5-6; pgs. 291-296, 298-299, 302-303) on BB

Barash, "Peace through Strength?" pgs. 319-328, 330-331, 333-334 on BB

Rosenberg, Nonviolent Communication, 14 pgs., <http://www.cnvc.org/Training/nvc-chapter-1>

"Mirror Neurons" 1 pg. www.mettacenter.org/definitions/mirror-neurons

Interpersonal NV: "Hell's Angels," 2 pgs.; "Ridd, Hartsough, Gorman," pgs. 41-43, 90-92, +1 on BB

"Tuff and Georgia School Gunman" <http://www.christianpost.com/news/antoinette-tuff-hailed-as-a-hero-hostage-credits-grace-of-god-after-talking-down-georgia-school-gunman-102838/>

McCarthy, "Becoming Nonviolent Peacemakers" pgs. 11-22 on BB

***Essay: Nonviolent Peacemaking Narrative Due**

Recommended:

Lithwick, "Tuff had Empathy for the Georgia Gunman. We can learn a lot from her" 2 pgs.

http://www.slate.com/blogs/xx_factor/2013/08/23/antoinette_tuff_s_911_call_reveals_a_new_way_for_us_to_engage_the_gun_debate.html

Quantum Theory and Nonviolence on BB

Sept. 13, Week 3: Strategic-Based NV and Quantitative Evidence, 157 pgs.

Chenoweth and Stephan, Why Civilian Resistance Works, pgs. 3-21, 213-215, 220-228

Sharp, "Preface, Empowerment" in WNS, pgs. 1, 4-5, 13-65

Sharp, "Dynamics of NV Struggle," in WNS, pgs. 359, 373-397, 403-430

McCarthy, "Becoming Nonviolent Peacemakers" pgs. 22-42 on BB

***CBL Working with Minors Guidelines, Liability, and Contract forms due**

Recommended:

Chenoweth and Stephan, "Consequences of Violent and NV Resistance," in WCRW, pgs. 201-219

Sharp, "Dictatorship to Democracy," pp. 1-78, www.aeinstein.org/organizations/org/FDTD.pdf

NV Action Database: case studies of NV campaigns at www.nvdatabase.swarthmore.edu

Sept. 20, Week 4: Virtue-Based NV: Gandhi, 173 pgs.

McCarthy, "Becoming Nonviolent Peacemakers" pgs. 45-49 on BB

Easwaran, Gandhi the Man, pgs. 5-173

*Gandhi Video in class

Sept. 27, Week 5: Virtue-Based NV: Gandhi, Khan- Critiques and Implications for Today, 152 pgs.

Easwaran, Nonviolent Soldier of Islam. pgs. 77-199

Nagler, Hope or Terror? The Other 9/11, pgs. 1-8, 17-42

*Gandhi Video in class

Oct. 4, Week 6: Virtue-Based NV: Dr. Martin Luther King, 143 pgs.

MLK, "Stride Toward Freedom," (1958), pgs. 417-490

MLK, "Pilgrimage to Nonviolence," (1960), pgs. 35-40

MLK, "Letter from Birmingham City Jail," (1963), pgs. 289-302

MLK, "Where Do We Go From Here: Chaos or Community?" (1967), pgs. 555-597, 614-633
Video in class: Force More Powerful "Lunch Counter Sit-Ins"

***NV Engagement: Entry 1 due on BB**

Recommended

MLK, "My Trip to the Land of Gandhi," (1959) pgs. 23-30

MLK, "I Have a Dream," (1963), pgs. 217-220

Oct. 11, Week 7: King, Dorothy Day, and Virtue of Nonviolent Peacemaking, 80 pgs.

MLK, "A Time to Break the Silence," (On Vietnam, 1967), pgs. 231-244

MLK, "Loving Your Enemies," (1957), <http://salsa.net/peace/conv/8weekconv4-2.html>

MLK, "I See the Promised Land," (1968), pgs. 279-288

Mich, "Dorothy Day," pgs. 65-71 on BB

Day, D., "Our Country Passess..." in *By Little and By Little*, pgs. 261-270 on BB

McCarthy, "Becoming Nonviolent Peacemakers," pgs. 187-206 on BB

***Quiz #1 and Comparison Chart Due**

Recommended

MLK, "Triple Evils, Principles of NV, and Six Steps to Social Change," 2 pgs.

<http://www.thekingcenter.org/history/the-king-philosophy>

(Archbishop Oscar Romero ---)

Mich, "Ceaser Chavez," pgs. 165-173 on BB

Friedman, M., "Hasidism and the Love of Enemies," in *Peace is the Way*, 2000.

Kimelman, R. "Nonviolence in the Talmud," in *Nonviolence Theory and Practice*, 2005.

***Oct. 14: Optional Basic NV Conflict Intervention Training: 4 hours** (Holiday so no classes scheduled)

Oct 18, Week 8: Global Spread of NV: Importance of Women and Students, 55 pgs.

Deats, R. "Global Spread of Active Nonviolence," in *Peace is the Way*, 2000, pgs. 283-295, on BB.

McAllister, "You Can't Kill the Spirit: Women and NV Action," in NSM, pgs. 18-34

Stoltzfus, "Saving Jewish Husbands in Berlin- 1943," in WNS, pgs. 143-148

Paulson, "Mothers of the Plaza De Mayo, Argentina- 1977-1983" in WNS, pgs. 217-222

Burner, D., "Berkeley Free Speech Movement" (9 pgs.)

<http://writing.upenn.edu/~afilreis/50s/berkeley.html>; See images:

http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic6b.html

Redden, M. "Aramark Workers at GU Push to Unionize," 5 pgs.

<http://georgetownvoice.com/2011/02/17/georgetown-aramark-workers-push-to-unionize/>

C. Mills, "Growing Wave of Student-Labor Solidarity," 2 pgs.

<http://www2.pslweb.org/site/News2?page=NewsArticle&id=11059>

In Class Video: Pray the Devil Back to Hell (72 min.'s)

***CBL Journal #1 Due**

Recommended:

"What is it about Men they're committing these horrible massacres?" 2012

<http://www.alternet.org/gender/what-it-about-men-theyre-committing-these-horrible-massacres?paging=off>

"Uribe's Return to Campus Greeted by Protest," Nov. 2010.

<http://georgetownvoice.com/2010/11/04/uribe%E2%80%99s-return-to-campus-greeted-by-protest/>

Oct. 25, Week 9: NV Resistance: Nazis, Philippines and the Soviet Union, 102 pgs.

Nagler, "NV Resistance to Hitler and Law of Suffering" pgs. 123-127 on BB
Sharp, "Norway Teachers Fight Fascism," (1942) in WNS, pgs. 135-142
Zunes, "Origins of People Power in the Philippines," in NSM, pgs. 129-157
Sharp, "Czech and Slovak Defiance of Invasion- 1968-69" in WNS, pgs. 189-204
Paulson, "Liberation of Czechoslovakia-1989" in WNS, pgs. 271-276
Paulson, "Poland's Self-Liberation," in WNS, pgs. 223-232
Smithey and Kurtz, "We Have Bare Hands: NV Social Mov'ts in Soviet Bloc," in NSM, pgs. 96-124

Recommended:

"Just and Unjust War" by H. Zinn: 38 pgs. (67-105) on BB
Video: "Bringing Down Dictators" about Otpor and Milosevic in Serbia
Zirker, "Brazilian Church-State Crisis of 1980: Effective NV Action in a Military Dictatorship," in NSM, pgs. 259-278
"The Collapse of the Soviet Union and Ronald Reagan" by R. Hilton
http://wais.stanford.edu/History/history_ussrandreagan.htm
"Reagan and the Russians," in *Atlantic Monthly*, 1994.
<http://www.theatlantic.com/past/politics/foreign/reagrus.htm>

Nov 1, Week 10: Shifting Resistance Strategies and Restorative Justice in South Africa, 100 pgs.

Zunes, S., "Role of NV in the Downfall of Apartheid," in NSM, pgs. 203-230
McCarthy, E., "South African Truth and Reconciliation Commission," 9 pgs. on BB
Zehr, The Little Book of Restorative Justice, 2002, 63 pgs. or The Little Book of Circle Process, 67 pgs.
RJ in Oakland, CA schools: Video <http://www.youtube.com/watch?v=ZtdoWo1D3sY> (8 min.) and research of effectiveness <http://www.rjoyoakland.org/restorative.php>
***Research Paper Proposal Due** (consider topics related to topics covered in Nov. also)

Recommended

*Pranis, The Little Book of Circle Process, 2005 67 pgs.
Personal Stories 2 pgs.: <http://www.restorativejustice.org/RJOB/power-of-one-restorative-justice-couples-victims-with-offenders> (click on read whole article at bottom and see video at end: 11 min.'s)
Hayner, "Fifteen Truth Commissions—1974 to 1994: A Comparative Study," 60 pgs. on BB
Murithi, "Practical Peacemaking Wisdom from Africa: Reflections on Ubuntu," 11 pgs. on BB
Butigan, K., "RJ is the Heart of NV Change," <http://wagingnonviolence.org/feature/restorative-justice-is-the-heart-of-nonviolent-change/>

Nov. 8, Week 11: NV Tactical Struggles: China and Palestine, 60 pgs.

Sharp, "Uprising and Repression in China," pgs. 253-270 in WNS
Dajani, "NV Resistance in the Occupied Territories: A Critical Reevaluation," in NSM, pgs. 52-74
VIDEO: 10 min. TEDTalk by Julia Bacha. http://www.ted.com/talks/julia_bacha.html
***Quiz 2**

Recommended:

Chenoweth and Steph., "Why Civilian Resistance Sometimes Fails: Burma Uprising," pgs. 172-191 on BB.

Nov. 15, Week 12: Peacebuilding and Nonviolent Peacekeeping: 116 pgs.

Guest Speaker: David Grant- formerly with Nonviolent Peaceforce

Cuisimano Love, M. "What Kind of Peace Do We Seek?" pgs. 56-57, 71-83 on BB
Nagler, M. "Fighting Fire with Water," pgs. 251-272 on BB
McCarthy, E. "Will you really protect us without a Gun? Unarmed Peacekeeping in the U.S." 21 pgs. on BB
Boardman, E. "Christian Peacemaker Teams," pgs. 87-96; and "Peace Brigades International and Other Travelers," pgs. 113-136 on BB
"Civilian Peacekeeping: A Barely Tapped Resource" pgs. 7-24, and section "What Unarmed Civilians Can Do," pgs. 29-31; "Case Study: Philippines," pgs. 49-50.
<http://www.nonviolentpeaceforce.org/civilian-peacekeeping-barely-tapped-resource>
Video: "Unarmed Civilian Peacekeeping" Parts 1 and 2: (19 minutes)
<http://www.nonviolentpeaceforce.org/see-unarmed-civilian-peacekeeping-building-nonviolent-peaceforce-its-entirety>
Sharp, "Blocking coups d'etat," "Increasing defense against foreign aggression and occupations," and "Genocide" in WNS, pgs. 514-516, 519-520
***NV Movement Engagement: Entry 2 Due by Nov. 17th at 10pm (also send all entries and responses to peers to esm52 in a word doc.)**

Recommended:

"Springtime in Prague" by M. Nagler (2001): 4 pgs. (133-136) on BB
"High Level Briefing at UN," 2012 on BB
"Civilian Accompaniment Tactics" on BB
Unarmed Bodyguards: International Accompaniment for the Protection of Human Rights by Liam Mahony and Luis Enrique Eguren 1997

Nov. 22, Week 13: Present and Future Issues of Nonviolence: Arab Uprising, 89 pgs.

Guest Speaker: ROTC Professor

"How Freedom is Won: From Civic Resistance to Durable Democracy" (2005): p. 6-9
<http://agnt.org/snv/resources/HowFreedomisWon.pdf>
Diplomat's Handbook, Chapt. 1. p. 8-9, on "Rationale and NV," Chapt. 3 p. 45-47 on "Solidarity"
<http://www.diplomatshandbook.org/>
McCarthy, Becoming Nonviolent Peacemakers: "Case Study of Sudan," pgs. 207-220 on BB
Arab Uprising Timeline: scan <http://www.dp-news.com/en/detail.aspx?articleid=106281>
Video on Egypt: <http://www.youtube.com/watch?v=xaZnbkY8UY0> 24 min.'s
Zunes, S. "Supporting NV in Syria," 6 pgs., Dec. 2012.
http://mideast.foreignpolicy.com/posts/2012/12/20/supporting_non_violence_in_syria
Saleh, "Syria needs arms to create conditions for peace," 2 pgs. June 2013.
http://articles.washingtonpost.com/2013-06-12/opinions/39923285_1_regime-houla-syrian-coalition/
Gould, "Keep Syria's blood off America's Hands," 2 pgs. July 2013
<http://www.usatoday.com/story/opinion/2013/07/23/arming-syrian-rebels-civil-war-column/2578667/>
Sharp, "Shaping the Future," in WNS, pgs. 433-446; 478-492, 497-524
***ST Journal Due**
***Group Project readings and annotated bibliography due**
***CBL Jrnl. Due Wed. Nov. 27**

Recommended

Transnational Actors: Pagnucco and McCarthy, "Advocating NV Direct Action in Latin America: SERPAJ,"
in NSM, pgs. 235-258

Boaz, C. "Nonviolent Revolution Clarified: 5 Myths and Realities Behind Egypt's Uprising" 3 pgs.
<http://www.truth-out.org/nonviolent-revolution-clarified-five-myths-and-realities-behind-egypts-uprising/1310067482>

"Lessons and False Lessons from Libya" by S. Zunes 5 pgs. Aug. 2011
<http://www.truth-out.org/lessons-and-false-lessons-libya/1314632243>

Kennedy, M. "Arab Spring, Occupy Wall Street and Historical Frames: 2011, 1989, 1968" (Oct. 2011)
<http://www.jadaliyya.com/pages/index/2853/arab-spring-occupy-wall-street-and-historical-frame>

Zeese, K. "Occupying Public Space," p. 1-2; Caputi, R. " Fallujah Veteran: I Served the 1%," p. 3
<http://october2011.org/sites/default/files/Occupied%20Washington%20Post%20number%202%20FINAL%20low%20res.pdf>

Ostertag, B. "Militarization of Campus Police," (Nov. 2011) 5 pgs.,
http://www.huffingtonpost.com/bob-ostertag/uc-davis-protest_b_1103039.html

"We Stand with the Majority of Americans," 1 pg. (scroll down) <http://october2011.org/>

"Occupy DC Declaration," (Nov. 2011) 2 pgs., <http://occupydc.org/wp-content/uploads/2011/11/The-Declaration-of-Occupy-D.C.-11-30-2011.pdf>

Chapman, S., "Why the Occupy Movement Gets it Wrong," (Nov. 2011), 2 pgs.
<http://reason.com/archives/2011/11/07/what-occupy-wall-street-gets-wrong/1>

Bernstien, J. "Understanding Where the Occupy Folks are Coming From," (Nov. 2011) 2 pgs.
http://www.huffingtonpost.com/jared-bernstein/inequality-united-states_b_1120924.html

"U.S. has worst income inequality in the OECD," (May 2011) 1 pg.
<http://thinkprogress.org/economy/2011/05/10/173943/oecd-inequality-chart/?mobile=nc>

Thanksgiving Break

Dec. 6, Week 14: Group Presentations and Summary

Readings for each Group Presentation

***Best Practices essay due**

CBL Signed Time-Log due

Bring in smartphone or laptop to complete course evaluations in class

CBL Evaluation form due Sunday Dec. 8 by 5pm

Self-Evaluation form due Sunday, Dec. 8 by 5pm

Research Paper or Reflective Essays due on registrar's scheduled final exam day: TBA