

# HIS 370: THE HISTORY OF NON-VIOLENT ACTIVISM

## Spring 2009



*"How can you kill people, when it is written in God's commandment: 'Thou shalt not murder?'" – Leo Tolstoy*  
*"People try nonviolence for a week, and when it 'doesn't work' they go back to violence, which hasn't worked for centuries." - Theodore Roszak*

### Professor Geraldine Forbes

CRN 10803 Sec 800 TR 3:55-5:15pm Mahar Hall 217

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### Course Description

This course is based on the conviction that non-violence has a history and that by studying its history we can discover the ways in which non-violence is "a force more powerful" than violence. We begin with the moral bases of non-violence and early non-violent movements, and then examine Mohandas K. Gandhi's strategy of political activism. We will discuss a number of non-violent movements from around the world and conclude with contemporary efforts to use non-violence strategies in the 21st Century.

Discussions will focus on moral legitimacy, varying definitions of what constitutes a non-violent movement, strategies and tactics, the role of publicity, and different categories of non-violent resistance and struggle. In addition to studying non-violent movements in different settings, students will research non-violent movements that interest them. The object of this course is to develop and enhance understanding of nonviolent movements and their impact on social and political change in the modern world.

### Books

Peter Ackerman and Jack DuVall. A Force More Powerful: A Century of Nonviolent Conflict. (NY: Palgrave, 2000) ISBN 0-312-22864-3

David Arnold, Gandhi: Profiles in Power (Longman, an imprint of Pearson Education, 2001) ISBN 0 58231978 1

### Assigned Reading

The readings for each class will be listed on Angel. The readings will include chapters from the books listed above as well as other articles and websites. Please complete the **Required Reading** before each class. **Suggested Readings** are articles and websites you might find interesting.

### Course Requirements: total 450 pts

1. Reflective Journal	100
2. Essay 1:	100
3. Essay 2	100
4. Final Exam	100
5. Discussion	50

## Course Outline

### I. INTRODUCTION

1. Jan 22            **Introduction to the Course**
2. Jan 27            **Violence and Non-Violence**  
(Required Reading: Ackerman, "Introduction"; Gene Sharp, From Dictatorship to Democracy - read Chapter 3 - "Whence Comes the Power?")

### II. RELIGIOUS, PHILOSOPHICAL, & POLITICAL PERSPECTIVES ON NON-VIOLENCE

3. Jan 29            **Buddhism and Jainism**  
Required Reading:  
Lawrence A. Babb, "Jainism," New Dictionary of the History of Ideas (Gale, 2005)  
Buddhism: Gotama's Discovery, Sources of Indian Tradition, v. I  
Donald Rothberg, "Buddhist Responses to Violence and War: Resources for a Socially Engaged Spirituality," The Journal of Humanistic Psychology, 32:4 (Sep, 1992) pp.41-75.
4. Feb 3            **Christianity**  
**Guest Lecturer: Professor Luther Peterson**  
Required Reading:  
Walter Wink, On Jesus, [http://www.cres.org/star/\\_wink.htm](http://www.cres.org/star/_wink.htm)  
"Terrorism and 'just war,'" The Christian Century, 118: 31 (Nov 14, 2001)  
Kate Naseef, How can the Amish forgive what seems unforgivable? USA Today (Oct 10, 2007)  
[http://www.usatoday.com/news/nation/2007-10-01-amish\\_N.htm](http://www.usatoday.com/news/nation/2007-10-01-amish_N.htm)
5. Feb 5 **Americans Perspectives on Civil Disobedience** Guest: Professor David Hill  
Required Reading:  
Ralph Waldo Emerson, "From 'War'" Or  
[http://www.rwe.org/works/other\\_works/war\\_delivered\\_in\\_march.htm](http://www.rwe.org/works/other_works/war_delivered_in_march.htm)  
Henry David Thoreau, "Civil Disobedience"
6. Feb 10            **Women's Suffrage Movements in England and the USA**  
Required Reading:  
Sandra Adickes, "Sisters not Demons: The Influence of British Suffragists on The American Suffrage Movement," Women's History Review, 11 (2001)  
Emmeline Pankhurst, "Why We are Militant"  
Suffragettes: Letters from Prison, 1917
7. Feb 12            **Gandhi Against Colonialism**  
Required Reading  
Arnold, Gandhi, Chapters 1, 2, & 3  
Ackerman, A Force More Powerful, Chapter 2
8. Feb 17            **Russia and Non-violence**  
Required Reading:  
Leo Tolstoy, "Letter to a Non-commissioned officer," "Letter to Dr. Eugen Heinrich Schmidt," and "Reply to Critics."  
Suggested:  
Ernest J. Simmons, Introduction to Tolstoy's Writings  
<http://www.ourcivilisation.com/smartboard/shop/smmnsej/tolstoy/>

### III. GANDHI - HONING THE METHOD

9. Feb 19            **Gandhi – Satyagraha**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 2  
David Arnold, Gandhi, Chapters 4,5, & 6  
Joan Bondurant, "Satyagraha: Its Basic Precepts," in Joan Bondurant, Conquest of Violence (Berkeley: University of California Press, 1965) - rotate this article to read it.

10. Feb 24      **Gandhi – the Self and Society**  
Required Reading:  
David Arnold, Gandhi, Chapters 6,7,  
Ackerman, A Force More Powerful, Chapter 2

#### IV. A FORCE MORE POWERFUL

11. Feb 26      **Resisting Fascism –Denmark & Germany**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 5  
George J. Wittenstein, "Memories of the White Rose," the History Place,  
<http://www.historyplace.com/pointsofview/white-rose1.htm>
12. Mar 3      **Demanding Rights – USA**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 8  
Rev. James Lawson returns to Vanderbilt University [http://www.youtube.com/watch?v=p5zAS\\_C0y](http://www.youtube.com/watch?v=p5zAS_C0y)  
Oral History Interview with James Lawson <http://docsouth.unc.edu/sohp/F-0029/>
13. Mar 5      **Demanding Rights – USA**  
Required Reading:  
SNCC Founding Statement <http://www.crmvet.org/docs/sncc1.htm>  
Read CORE newspaper <http://www.crmvet.org/docs/core/corehome.htm>  
Freedom Rides: <http://www.npr.org/templates/story/story.php?storyId=5149667> (Listen to the interview)  
James Farmer's interview <http://www.npr.org/templates/story/story.php?storyId=5151487>  
Read "Freedom Rides" <http://www.crmvet.org/tim/timhis61.htm#1961rides>  
Suggested:  
Documents of the Civil Rights Movement <http://www.crmvet.org/docs/dochome.htm>
14. Mar 17      **Workers Rights – Caesar Chavez and Farm Workers**  
Required Reading:  
*Cesar Chavez: Introduction, Cesar Chavez Recalls, Letter From Delano, Talk on Nonviolence*, Lynd & Lynd, Ed., *Nonviolence in America: A Documentary History* (NY: 1995)  
Richard Griswold del Castillo and Richard Garcia, "Courage and Persistence," *Cesar Chavez: a triumph of spirit* (Norman, Okla: University of Oklahoma Press, 1995)  
Suggested:  
Richard Hurd, "Organizing the Working Poor - the California Grape Strike Experience," *The Review of Radical Political Economics*, 6:1 (January, 1974)
15. Mar 19      **Resisting Dictatorship – Argentina**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 7  
V.M. Abreu Hernandez, "the Mothers of the Plaza: a Peace Movement," Peace and Change, 27:3 (Jul 2002)
16. Mar 24      **Struggle for a Homeland –the Intifada**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 11  
Donald Neff, "The Intifada Erupts, Forcing Israel to Recognize Palestinians," Washington Report on Middle East Affairs (December, 1997)
17. Mar 26      **Against Apartheid - South Africa**  
Required Reading:  
Ackerman, A Force More Powerful, Chapter 9  
"Prisoner of Hope," [Archbishop Tutu] Christianity Today (Oct 5, 1992)  
Richard Stengel, "Mandela His 8 Lessons of Leadership," Time, 172: 3, (Jul 21, 2008)

18. Mar 31      **Restoring Democracy - the Philippines**  
Required Reading:  
 Ackerman, A Force More Powerful, Chapter 10  
 Belinda A. Aquino, "End of an Era," Current History, 85:510 (Apr 1986)
19. Apr 2      **Taking Power from the Communists – Poland Solidarity**  
Required Reading:  
 Ackerman, A Force More Powerful, Chapter 3  
 Solidarity Victorious, BBC News  
[http://news.bbc.co.uk/1/hi/english/static/special\\_report/1999/09/99/iron\\_curtain/timelines/poland\\_68.stm](http://news.bbc.co.uk/1/hi/english/static/special_report/1999/09/99/iron_curtain/timelines/poland_68.stm)  
 (good for background, click on dates and photos)
20. Apr 7      **Serbia - Bringing Down a Dictator**  
Required Reading:  
 Timeline of an Uprising <http://news.bbc.co.uk/2/hi/europe/959077.stm>  
 (to the right is a quick & easy guide to Milosevic's rise to power, his wars, and fall.  
 Andrew Purvis & Dejan Anastasijevic, "The Gen Y Revolution," Time, 155:26 (06/26/2000)  
 Robert Block and Matthew Kaminski, "Was Serbian Revolt the People's Alone?" Wall Street Journal (Oct 23, 2000).  
 About the Film: Bringing Down a Dictator:  
<http://www.aforcemorepowerful.org/films/bdd/story/index.php>  
 The October Revolution in photographs <http://kamenko.com/news/stories/bel2000/index.php>

## V. HERE AND NOW

21. Apr 14      **South Africa - Truth and Reconciliation Commission -**  
Required Reading:  
 Roger Beck, "Apartheid in South Africa," Berkshire Encyclopedia of World History. Vol. 1. 2005.  
 "Truth Commissions" New Encyclopedia of Africa, Vol. 5, 2008.  
 "South Africa Reconciled?" BBC News (Oct 30, 1998)  
[http://news.bbc.co.uk/2/hi/special\\_report/1998/10/98/truth\\_and\\_reconciliation/142673.stm](http://news.bbc.co.uk/2/hi/special_report/1998/10/98/truth_and_reconciliation/142673.stm)  
 (check the links)  
Suggested:  
 Peter Storey, "A Different Kind of Justice: Peace and Reconciliation in South Africa," <http://gbgm-umc.org/NWO/99ja/different.html>  
 E. A. Waldman, "Healing Hearts or Righting Wrongs?: A Meditation on the Goals of "Restorative Justice," Hamline Journal of Public Law and Policy, 25: 2 (Spring 2004).  
 Truth and Reconciliation Commission Report, South Africa, 2003  
<http://www.info.gov.za/otherdocs/2003/trc/>
22. Apr 16      **Environmental Rights and Animal Rights**  
Required Reading:  
 David Wallis, "Animal Rights"  
 David Wallis, "Environmental Rights"  
 PETA <http://www.peta.org/about/>  
 Animal Legal Defense Fund <http://www.aldf.org/>
23. Apr 21      **Human Rights**  
Required Reading:  
 Amnesty International: The History of Amnesty International <http://www.amnesty.org/en/who-we-are/history>  
 Amnesty International Success stories <http://www.amnestyusa.org/our-successes/page.do?id=1011281>  
 Amnesty International Urgent Action Network <http://www.amnestyusa.org/individuals-at-risk/urgent-action-network/page.do?id=1108104>  
Suggested Background Reading  
 International Bill of Human Rights <http://www.unhchr.ch/html/menu6/2/fs2.htm>

- 24. Apr 23 International Conflicts - Cambodia**  
Required Reading:  
 In this class, we are going to do an Simulation developed by the U.S. Institute of Peace in Washington. The reading material and details will be posted before class.
- 25. Apr 28 Using New Media to Promote Peace**  
Required Reading:  
 COMPUTER GAMING  
*Peacemaker* - A team of students at Carnegie Mellon University want to mainstream Peace issues:  
 Asi Barak <http://www.youtube.com/watch?v=LbLmKVQMt-4>; PeaceMaker demo  
<http://www.peacemakergame.com/demo.php>  
*A Force More Powerful: A Game of Non-violent Strategy*  
<http://www.aforcemorepowerful.org/game/index.php>
- 26. Apr 30 Anti-war Art**  
Required Reading:  
 Artists at War <http://artists-at-war.com/resources.html>
- 27. May 5 Establishing Peace Zones**  
Required Reading:  
 Peace begins at Home <http://www.context.org/ICLIB/IC40/Harrigan.htm>  
 The local Zone of Peace <http://fssca.net/projects/zop/index.html>  
 Ramon Lopez-Reyes, "Establishing Salvadoran zones of peace," *Peace Review*, 9:2 (Jun 1997)
- 28. May 7 Conflict Resolution in Everyday Life**  
Required Reading:  
 John Guanci, "PEER MEDIATION: A Winning Solution to Conflict Resolution," *Education Digest*, 67:6 (Feb 2002).  
 Syracuse Peace Council <http://www.peacecouncil.net/>  
 New Justice Conflict Resolution Services  
<http://www.newjusticeservices.org/staticpages/index.php?page=staff>

### Course Requirements:

**1. Reflective Journal – Reflective journal** (100 points)– You are required to keep a journal in which you write almost every day about the readings and your thoughts about non-violence as a method of accomplishing change. In your journal answer these two questions: (1) What did you learn about non-violence from the readings? (2) How did what you read challenge, change, or reinforce your ideas about non-violence? Each entry should be at least 200 words in length. Hand in a your typed journal at the beginning of each class. **You are required to complete 20 journals.**

**2. Assignment 1: *What Would Gandhi Do?*** (100 points) **Due Mar 5.** Choose a contemporary problem and write an essay explaining how Gandhi would have addressed it. Your topic must be thoroughly researched and presented in detail. You will need to discuss Gandhi's philosophy and tactics, drawing on history to project the solution you think he would have proposed. You will be expected to use the assigned readings on Gandhi and at least 4-6 sources on the topic chosen.

Length – 1400-1600 words, typed or computer printed (black ink), double-spaced, 12 pt, 1" margins. Cite your sources using Chicago-style footnotes and include a list of references used. You are responsible for editing the paper and handing in a paper free of spelling and grammatical errors.

**3. Assignment 2: *Non-violence for Change*** (100 points) **Due Apr 23.** Select a movement that has used non-violence to obtain political or social change and research the use of non-violent tactics. If you choose an organization like Green Peace, you will have to select a particular campaign, however, you could research the entire White Rose organization that opposed Hitler. In your essay, discuss what the resisters wanted to happen, why they chose non-violence, the ideology that informed this decisions, their tactics, the role of the media, and outcome. Length – 1400-1600 words, typed or computer printed (black ink), double-spaced, 12 pt, 1" margins. Cite your sources using Chicago-style footnotes and include a list of references used. You are responsible for editing the paper and handing in a paper free of spelling and grammatical errors.

**4. Final Exam** (100 points)

**5. Discussion** (50 points)