“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
Office: Mahar 109, Tel: 312-3249, forbes@oswego.edu Office Hours: M 3-5, TTH 2-3, & by appointment

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
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. 1

4. Feb 3 Christianity
   Guest Lecturer: Professor Luther Peterson
   Required Reading:
   "Terrorism and 'just war,'" The Christian Century, 118: 31 (Nov 14, 2001)

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
   Henry David Thoreau, “Civil Disobedience”

6. Feb 10 Women’s Suffrage Movements in England and the USA
   Required Reading:
   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
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
   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
   (Listen to the interview)
   James Farmer's interview
   Read "Freedom Rides" http://www.crmvet.org/tim/timhis61.htm#1961frides
   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)
   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
18. Mar 31  
**Restoring Democracy - the Philippines**

*Required Reading:*
- Ackerman, *A Force More Powerful*, Chapter 10

19. Apr 2  
**Taking Power from the Communists – Poland Solidarity**

*Required Reading:*
- Ackerman, *A Force More Powerful*, Chapter 3
- Solidarity Victorious, *BBC News*

20. Apr 7  
**Serbia - Bringing Down a Dictator**

*Required Reading:*
  (to the right is a quick & easy guide to Milosevic's rise to power, his wars, and fall.

V. HERE AND NOW

21. Apr 14  
**South Africa - Truth and Reconciliation Commission**

*Required Reading:*
  (check the links)
- Suggested:

22. Apr 16  
**Environmental Rights and Animal Rights**

*Required Reading:*
- David Wallis, "Animal Rights"
- David Wallis, "Environmental Rights"
- PETA [http://www.peta.org/about/](http://www.peta.org/about/)

23. Apr 21  
**Human Rights**

*Required Reading:*
- Suggested Background Reading
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

28. May 7  Conflict Resolution in Everyday Life
   Required Reading:
   Syracuse Peace Council http://www.peacecouncil.net/

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)