



GEORGETOWN UNIVERSITY
School of Continuing Studies
Summer and Special Programs

NONVIOLENCE IN THEORY & PRACTICE (JUPS 202-130)

Dates: June 5-July 28, 2017

Location: Online

Faculty: Dr. Randall Amster

Faculty Contact Information: Please email through the Canvas Inbox. If you have issues with the Canvas Inbox, you can use: randall.amster@georgetown.edu

Virtual Office Hours: By appointment through Canvas Conference. Contact me by email to set up an appointment.

COURSE DESCRIPTION

The concept of nonviolence is often misunderstood, notwithstanding its utilization in a wide range of settings ranging from the interpersonal to the international. In this online summer course we will examine the ethics, efficacy, and aesthetics of nonviolence across an array of historical and current issues. Central questions covered in the course modules and interactive assignments will include: How has nonviolence informed social movements? What are its moral and strategic implications? Where is it practiced and by whom? What are the critiques of nonviolence? Throughout the process, we will explore the potential for nonviolence (both in its principles and practices) to inform our understanding of matters from the local to the global, drawing upon its diverse teachings to critically analyze contemporary issues through case studies and engaged projects.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- **integrate** theory and practice
- **develop** a holistic view of nonviolence
- **explore** practices from the personal and local to the national and global
- **converse** with the myriad actors and points of reference in the field
- **manifest** an experiential engagement with the subject
- **investigate** current manifestations and applications
- **cultivate** effective approaches to addressing contemporary challenges
- **envision** and animate a world built on the tenets of nonviolence

REQUIREMENTS

Textbooks

- Cortright, David. 2009. *Gandhi and Beyond: Nonviolence for a New Political Age* (2nd ed.). Boulder, CO: Paradigm. ISBN: 978-1594517693
- Engler, Mark and Paul. 2016. *This Is an Uprising: How Nonviolent Revolt Is Shaping the 21st Century*. New York: Nation Books. ISBN 978-1568587332
- Hallward, Maia Carter, and Julie M. Norman. 2015. *Understanding Nonviolence*. Malden, MA: Polity. ISBN: 978-0745680170
- Nagler, Michael N. 2014. *The Nonviolence Handbook: A Guide for Practical Action*. San Francisco: Berrett-Koehler. ISBN: 978-1626561458
- Sharp, Gene. 2005. *Waging Nonviolent Struggle*. Boston, MA: Porter Sargent Press (PDF). http://www.aeinstein.org/wp-content/uploads/2013/09/WNS_excerpts_for_Self_Lib.pdf

Videos and Films

- | | |
|---------------------------------|---|
| A Short History | https://www.youtube.com/watch?v=39CyQq0eAOk |
| “Civil Resistance” | https://www.youtube.com/watch?v=YJSehRIU34w |
| Fighting with Nonviolence | https://www.youtube.com/watch?v=mk3K_Vrve-E |
| From –isms to Nonviolence | https://www.youtube.com/watch?v=OkwY2rlo7Rs |
| MLK on Nonviolence | https://www.youtube.com/watch?v=74XJJ3Tq5ew |
| Understanding the Basics | https://www.youtube.com/watch?v=PBDeesTDEKk |
| --- | |
| A Force More Powerful | https://vimeo.com/112189700 |
| Bringing Down a Dictator | https://vimeo.com/143379353 |
| How to Start a Revolution | http://www.dailymotion.com/video/x1birds_how-to-start-a-revolution_news |
| Pray the Devil Back to Hell | https://www.youtube.com/watch?v=XK1yL_mTGyl |
| Violence: An American Tradition | https://www.youtube.com/watch?v=YXV1j1z1Bzl |
| Nonviolent Discipline | https://www.youtube.com/watch?v=2VIVsRWF9y8 |

Selected Articles and Chapters

- Martin Luther King, Jr., “Pilgrimage to Nonviolence” (PDF): http://myweb.alamo.edu/uploadedFiles/NVC/Faculty_and_Staff/PR/La_reVista/2012/012012/Pilgrimage%20to%20Nonviolence.pdf
- Stephen Zunes. 2009. “Weapons of Mass Democracy”: <http://www.yesmagazine.org/issues/learn-as-you-go/weapons-of-mass-democracy>
- Mary Elizabeth King, “Why Gender Matters”: <http://wagingnonviolence.org/feature/why-gender-matters-for-building-peace/>
- Peter Gelderloos, “How Nonviolence Protects the State” (PDF), Selected Chapters: <http://theanarchistlibrary.org/library/peter-gelderloos-how-nonviolence-protects-the-state.pdf>

Additional Resources

- | | |
|------------------------------|---|
| Beautiful Trouble | http://beautifultrouble.org/ |
| Global Nonviolence Database | http://nvdatabase.swarthmore.edu/ |
| Humankind Radio: Nonviolence | http://www.humanmedia.org/nonviolence/ |
| King Institute Encyclopedia | http://kingencyclopedia.stanford.edu/encyclopedia/ |
| Metta Center for Nonviolence | http://mettacenter.org/ |
| Peace Paradigm Radio | http://mettacenter.org/writings-blogs/peace-paradigm-radio/ |
| Waging Nonviolence | http://wagingnonviolence.org/ |
| This Is an Uprising | http://thisisanuprising.org/ |

COURSE RESOURCES

Research Guide

Library Page, Justice & Peace Studies: <http://guides.library.georgetown.edu/socialjustice>

Citation Style

Students may select any citation style appropriate to their field or area of interest, as long as they are clear and consistent throughout the term. Many in the justice/peace fields utilize *The Chicago Manual of Style*: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Zoom videoconferencing software. It is recommended that students request appointment at least one week in advance of their desired appointment time (appointments are generally accepted between noon and 7PM EST Monday through Thursday). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

STUDENT EXPECTATIONS

This course consists of 8 modules and an orientation. All modules are open and available to you at the start of the course for your planning purposes. However, the modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates.

You are expected to complete all the course material. Each modules includes...

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module activities and assignments by the assigned dates.

TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. Our accelerated modules truncate a 15-week class into 7.5 weeks while requiring the same level of participation, commitment, and academic rigor. Thus students should plan on spending 15-20 hours per week on the work for any online module.

COMMUNICATION STRATEGIES

Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Communication with Peers

You will be expected to communicate with your peers via the discussion board.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the NEED HELP? question forum.

Questions

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the NEED HELP? question forum, which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

And finally, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

COURSE ACTIVITIES AND ASSIGNMENTS

Students will produce papers and other artifacts throughout the course, with each weekly course module culminating in a specific project; in the final unit, students will submit a concluding project that integrates their overall learning on a substantial scale. There will also be short quizzes during the term, and required reflections on outside activities, special events, experiential components, and current events topics relevant to the course. At the mid-term point, there will be a required research-driven, analytical paper. During each module, students will be required to post items to the discussion board on a regular basis. Instructor feedback will be provided regularly throughout the course, and each assignment will include an assessment guide. Final grades will be determined based on the points accrued throughout the course (see below). Each module will contain its own learning objectives.

PERCENTAGE ALLOCATION

Your course grade will be based on the following: The first four Modules will be worth 10 points each, and the final four Modules will be worth 15 points each (with the specific breakdown of points for the assignments within each Module noted below), for a total of 100 possible points throughout the term. Grade ranges will be as follows: A (100-91), A- (90-88), B+ (87-85), B (84-81), B- (80-78), C+ (77-75), C (74-71), C- (70-68), F (<68). Partial and fractional points may be awarded on particular assignments, and there may be opportunities for extra credit made available throughout the term depending upon available resources.

ABSENCES

There are no absences in an online course. Students are expected to complete all work by the due date. If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, writing and research assignments, quizzes, and/or peer review activities, the student will receive a zero on the assignment.

MAKE-UP POLICY

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance.

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows: *In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available via Gervase Programs at: <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out <http://www.plagiarism.org>.

COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

TECHNICAL SKILLS REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

TECHNICAL SUPPORT

Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

STUDENT SUPPORT SERVICES

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**
202-687-8354 | arc@georgetown.edu
<http://academicsupport.georgetown.edu/>
- **Counseling and Psychiatric Services**
202-687-6985
<http://caps.georgetown.edu/>
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**
202-687-4798
<https://ideaa.georgetown.edu/>
- **The Georgetown Writing Center**
862-252-0781 | writingcenter@georgetown.edu
<http://writingcenter.georgetown.edu/>

COURSE CONTENT OUTLINE

This course is divided into 8 modules plus an orientation to the course and Canvas, with each module corresponding to a week in the course. Each module will build upon the previous ones, and that each module will close at 11:59pm Eastern time on the Sunday of each corresponding week. All work for a given module must be completed within this time frame in order to receive credit for that unit. Below is a detailed outline for each module.

MODULE 1: INTRODUCTION AND SCOPE

LEARNING OBJECTIVES: Icebreakers and introductions; establishing overall flow; setting baseline and benchmark for knowledge upon entry; indicating places to be explored further.

MODULE ACTIVITIES & ASSESSMENTS (***more details to be found on course site***)

Texts: **Cortright**, Intro.; **Hallward & Norman**, Chs. 1-2; **Nagler**, Ch.1; **Engler**, Intro.

Videos: "A Short History of Nonviolence"

(<https://www.youtube.com/watch?v=39CyQq0eAOk>);

"Nonviolence: Understanding the Basics"

(<https://www.youtube.com/watch?v=PBDeesTDEKk>)

Activities: Post an introduction to the discussion board (a paragraph or so) on "why nonviolence matters to me, and why I am in this course"

Artifact: write a short statement (maximum 300 words) addressing the query: "What is nonviolence, as I understand it entering the course?"

Assessment: writing quality; depth of definition; coherence of statement; use of course materials and texts; presentation and commitment to subject

MODULE 2: HISTORIES AND NOTABLE FIGURES

LEARNING OBJECTIVES: Familiarity with the "icons" in the field; setting an historical foundation; connecting themes to everyday life.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Sharp**, Chs. 7,12,14; **Cortright**, Chs. 1-5; **Engler**, Chs. 1-2; **M.L. King**, "Pilgrimage to Nonviolence" ([PDF](#))

Videos: "A Force More Powerful" (<https://vimeo.com/112189700>)

"MLK on Nonviolence" (<https://www.youtube.com/watch?v=74XJJ3Tq5ew>)

Activities: Post at least twice on the discussion board to the prompt(s) provided there; contact a notable figure in the field (e.g., one of the authors of a text we read).

Artifact: reflection paper (maximum 500 words) exploring influences of MLK, Gandhi, or other exemplars on how you understand nonviolence

Assessment: writing quality; example selected; depth of analysis; connection to themes explored

MODULE 3: THEORIES AND CHALLENGES

LEARNING OBJECTIVES: Shoring up pillars; exploring critiques and limitations; understanding theoretical foundations; deconstructing violence in society.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Cortright**, Ch. 6-7; **Nagler**, Chs. 2-3; **Sharp**, Chs. 1-2; **Engler**, Chs. 3-4; **P. Gelderloos**, "How Nonviolence Protects the State" ([PDF](#)), Selected Chapters

Videos: "Fighting with Nonviolence" (https://www.youtube.com/watch?v=mk3K_Vrve-E)
"From -isms to Nonviolence" (<https://www.youtube.com/watch?v=OkwY2rlo7Rs>)
"Violence: An American Tradition" (<https://www.youtube.com/watch?v=YXV1j1z1BzI>)

Activities: Post at least twice on the discussion board about the videos; QUIZ #1 (five short questions)

Artifact: analytical essay (maximum 750 words): state two critiques of NV; assess their validity and respond

Assessment: (1) depth of comparison, examples cited, texts; (2) depth of analysis, quality of writing, integration of course materials

MODULE 4: ACTIONS AND STRATEGIES

LEARNING OBJECTIVES: Completion of foundational materials; exploring alternative work modes; narrative feedback provided on an individual student basis at midterm point.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Cortright**, Chs. 8-9; **Hallward & Norman**, Chs. 3,4; **Nagler**, Ch.4; **Sharp**, Chs. 3-4; **Engler**, Chs. 5-6

Videos: "Civil Resistance" (<https://www.youtube.com/watch?v=YJSehRIU34w>)
"How to Start a Revolution" (http://www.dailymotion.com/video/x1birds_how-to-start-a-revolution_news)

Audio: Humankind Radio (<http://www.humanmedia.org/nonviolence/>)
Peace Paradigm Radio (<http://mettacenter.org/writings-blogs/peace-paradigm-radio/>)

Activities: post a comment on at least two classmates' entries

Artifact: upload an audio/video response to radio item from the source above

Assessment: Originality of upload; quality of peer reply; depth of assessment of efficacy.

Midterm point: Virtual "meeting" w/ instructor

MODULE 5: CASE STUDIES AND EXAMPLES

LEARNING OBJECTIVES: Applying foundations to particular cases and analyzing their impact; working to synthesis of learning and ability to apply it in diverse contexts/settings.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Sharp**, selected chapters; **Hallward & Norman**, Ch. 8; **S. Zunes**, "[Weapons of Mass Democracy](#)"; **E. Chenoweth**, "[Rational Insurgent](#)" blog

Video: "Nonviolent Discipline" (<https://www.youtube.com/watch?v=2VIVsRWF9y8>)

Activities: Explore websites ([King Institute](#); [Metta Center](#); [Beautiful Trouble](#)) for cases; select specific case from Swarthmore's [Global Nonviolence Database](#) to examine in detail.

Artifact: Using Powerpoint, Prezi, etc., create a presentation (15 slides max) on the case you selected; focus on history, theories, actions, tactics/strategies, impacts, results.

Assessment: Creativity and analysis developed in presentation and utility of the case selected; depth of responses offered to colleagues (at least two responses required).

MODULE 6: CONTEMPORARY ISSUES AND APPLICATIONS

LEARNING OBJECTIVES: Continuing with applications and integrations of materials and core concepts; moving into contemporary sphere; developing original applications.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Hallward & Norman**, Chs. 9-10; **Sharp**, selected chapters; M.E. King, "[Why Gender Matters](#)"

Videos: "Pray the Devil Back to Hell" (film will be made available on the course site) and watch this interview (https://www.youtube.com/watch?v=XK1yL_mTGyl)

Activities: Read over the "Waging Nonviolence" website; select three recent items; QUIZ #2.

Artifact: (1) short quiz on the film; (2) analytical essay (750 words maximum) comparing the three selected current examples, examining what works (or not) and why

Assessment: Utility of answers to quiz questions; depth of comparative skills as to current examples; integration of materials in analysis.

MODULE 7: MESSAGING AND NEW MEDIA

LEARNING OBJECTIVES: Comprehending movements' messages/memes; moving toward conclusion and exploring cutting-edges of the field; setting stage for final project designs.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Nagler**, Ch.5; **Hallward & Norman**, Ch. 6; "**News**" **Sources** (reading a range of outlets for memes etc.); **#hashtags** (follow in real time)

Videos: "Bringing Down a Dictator" (<https://vimeo.com/143379353>)

Activities: Post at least three items to share with classmates; participate in a forum, discussion, workshop, or other similar experience.

Artifact: reflection paper (500 words maximum) connecting your workshop experience to the readings and examples: how are the theories applied? what icons, messages, phrases, etc. were put forth there? Evaluate the impact

Assessment: Depth of experience selected and analysis of its workings; quality of items shared with class; writing on experience; ascertaining memes and applications.

MODULE 8: CONCLUSIONS AND FINAL PROJECTS

LEARNING OBJECTIVES: Bringing it all together and applying core lessons; working collaboratively; presentation skills; revisiting original statement on nonviolence; closure.

MODULE ACTIVITIES & ASSESSMENTS

Texts: **Nagler**, Ch.6; **Hallward & Norman**, Ch. 11; **Cortright**, Ch. 10; **Sharp**, Chs. 35, 39

Activities: Review websites/databases; explore [Beautiful Trouble](#) again; visit Metta "[Roadmap](#)"

Artifact: research-driven paper (10-12 pp. double-spaced, standard font/margins) identifying a current issue/movement, evaluating actions/tactics, offering strategies/assessment

Assessment: Overall synthesis of work from course; if a **collaborative project** is done, reflect on the utility and extent of collaboration.

Congratulations on completing the course, and thank you for your participation throughout!