

Intro to Nonviolence, Winter 2015

INTRO TO NONVIOLENCE - CR 306U TH6

CRN: 40885

Duration 05-JAN-2015 - 21-MAR-2015

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This course is also a part of the [Community Studies](#) University Studies cluster.

This course will also be a part of the [Leading Social Change](#) cluster in Fall 2015, and may be applied retroactively by petition.

This course also applies to the [Global Perspectives](#) cluster.

Reading and clarifying this syllabus is your first reading assignment. This is how you start successfully in this course. Any other approach is problematic. Read this document and ask specific questions. Proceeding without reading it is not advised. If you do, you may not understand requirements of the course. It's a longish syllabus, full of information you'll need now and throughout the course. If this is too long for you, drop the course now. Reading it all will empower your success from the beginning, since you can then plan to take full advantage of all options to design your learning experience.

This course is entirely online. There are two textbooks, available through the PSU bookstore (see below) and online (free). Readings will mostly be from those books and it is your responsibility to have them on time. If you order your books from another source and don't receive them by week 1 you are off to a poor start. Get your texts early (I ordered them for this Winter term back in October, so they will all be on hand for you even ahead of the term) and get off to a great start.

Log in: <http://psuonline.pdx.edu>

Assistant Professor Tom H. Hastings, Neuberger Hall 221; campus phone: 503.725-9173; e-mail: hastings@pdx.edu or pcwtom@gmail.com; I expect our private communication to normally be via email or in the Mail function in our course in the Desire2Learn (d2l) system, at my office (by appointment or drop-in), or by phone. By far the most reliable way and fastest way to reach me most days is my pcwtom@gmail.com email. Always identify the course you are in when contacting me with any questions, day or night.

Logging on problems can be resolved by calling 503 725 HELP, the Help desk.

Teaching Assistant: -Foday Darboe, Ph.D. Candidate, Conflict Analysis and Transformation (and a graduate of our PSU CR masters program)

Abilities

Inform me immediately if you have certified special needs. All my classes comply with the Americans with Disabilities Act. The DRC office needs to send me notice of accommodations.

English

This course is taught and graded in American English. All students, regardless of language of origin, will be graded on high academic standards. English may be your second language and you may need assistance in improving it. Please let me know if this is the case for you and I will try to help. I cannot offer this help if I do not know that English is not your language of origin.

Safety, not comfort

This is a Conflict Resolution course and will be safe, but it is also covering controversial material and so may not always be comfortable. Any personal attack or labeling is inappropriate, as is any attack against identity (race, gender, religion, ethnicity, nationality, sexual orientation or identity, etc.). The ideas and issues are important and we will disagree, sometimes sharply. This is good robust discussion and helps us all stay informed, and can help us develop persuasive powers. Slurs and slanders will not be tolerated, as they interfere with the learning environment, and I will offer one warning before I remove a student from the course for a second infraction. Also, do not proselytize for or against anyone's religion. This is not a free speech issue; it is an issue of educational environment for each student and I will protect that environment. So, I am committed to preserving a safe zone for everyone in a reasonable fashion, but the very concept of conflict is outside the comfort zone of many, and we will spend much of our time there. If discussing conflict is not safe for you, you cannot function in this course. If are willing to endure some of that discomfort, you'll be learning new material quickly.

Caveats about me and my courses:

responsibility for information

Information on this syllabus is crucial and reading it is required. You are assigned to read all of my posts to the discussion area, which is where I will update and clarify. I will not search for information that I have already posted to you; I expect you to keep track of these posts.

due dates

Due dates are firm unless you have documentation for an excused delay faxed to me at 503 725 9174, handed to me in person, or sent to me in a scanned readable pdf (from a doctor, a police report, etc.). Plan ahead and plan for life's little detours. Do not come to me with "it's been a rough week" or "I've had a stressful term." Everyone is

busy, everyone experiences stress, everyone has off days and yet most of us deliver our work on time. We must be fair to students who do so. If you do have a documented disaster that delays your assignment, expect no comments, just a grade. This is a four-credit course that requires, on average, 120 hours of work to complete (more for some students, less for others). Being a student—especially in the online environment—is a bit like being self-employed. Only you know if you’re on the job, but the results speak for themselves.

You can complete most of your coursework on computers offline and just come online to read posts and enter your work. Simply prepare your work to your hard-drive or to a flashdrive (thumbdrive) and copy and paste it into Desire2Learn (d2l). This is an online course, so you need some connectivity each week, whether at home, school, or any other place. I’ve worked from an Internet Laundromat in a fishing village in Italy, so I have zero sympathy for the “I lost my Internet” excuse. Go get it or don’t take online courses. If you procrastinate, you court catastrophe.

incompletes

Incompletes are strongly discouraged by this institution and this instructor. There are specific criteria by which a student qualifies and I am expected to adhere to those guidelines. Departmentally, we require a learning completion contract for each incomplete negotiated by a student and faculty. The incomplete option is never available to those who merely overscheduled or otherwise failed to budget time or prioritize time. It is for medical emergencies, house fires, or other documentable disasters that seriously interrupt a student’s life. It is not for a family reunion, to make time for extra income work, relational ‘drama’, textbook availability issues, or even a childcare problem. This is a very limited, serious alternative available in emergency beyond any control of the student. See Appendix 3.

politics and grades

I am biased toward nonviolence (this is the starting point in my field, just as good health is for medicine) but grades are entirely based on scholarship, not your politics or ideology. I may agree with your beliefs and grade you lower than you might like if your work doesn’t meet the assignment. I may disagree with you about virtually everything and grade you very highly if your work matches the assignment. Grades and politics (or religion, or ideology) don’t mix. Having said that, our purpose is not to decide when it’s good or advised or effective to use violence to achieve objectives. Rather, we start with the challenge *How do we transform violent or potentially violent conflict to nonviolent solutions?* That will be the topic, in overarching general terms, of our academic discussion. You will never be penalized for your philosophical or logistical or emotional arguments for violence, but neither are those arguments germane to our intellectual challenge so you simply don’t earn points with those posts.

Outcomes and goals of this course

~~Demonstrating understanding of constructive v destructive conflict management in discussions and quizzes

~~Demonstrating understanding of strategic nonviolence *cf* philosophical/religious nonviolence in discussions and quizzes

~~Demonstrating ability to dissect conflict into its elements in campaign design and discussions

~~Demonstrating knowledge of basic history of both philosophical and strategic nonviolence in discussions, campaign design, and quizzes

~~Demonstrating ability to analyze conflict from a nonviolent campaigner perspective in the design of campaign

~~Demonstrating understanding of multiple options at various stages of nonviolent campaigns in campaign design

~~Demonstrating theoretical ability to transform destructive conflict to constructive conflict using strategic nonviolence in discussions and campaign design

Texts: Required

--Ackerman, P., & DuVall, J. (2000). *A force more powerful: A century of nonviolent conflict*. New York: St. Martin's Press.

--Rosenberg, M. B. (2003). *Nonviolent communication: A language of life* (2nd ed.). Encinitas CA: PuddleDancer Press.

- — all posts to discussion board or announcements by instructor or TA
- — view the film *Gandhi*, directed by Richard Attenborough, either by library check-out, rental, Netflix, or purchase or (sometimes) available in its entirety on YouTube.
- view Erica Chenoweth TED talk:
<https://www.youtube.com/watch?v=YJSehRIU34w>

Schedule J=January F=February M=March

week # dates	reading	assignments due
1~ J5-11	syllabus Rosenberg, chapters 1, 2, 3 (pp. 1-36)	
2~ J12-18	Rosenberg, chapters 4, 5, 6 (pp. 37-90)	
3~ J19-25	Rosenberg, chapters 7, 8 (pp. 91-128) Ackerman & DuVall, Introduction, pp. 1-12	Discussion 1 on all Rosenberg assigned reading

	View Gandhi film.	(max 100 points)
4~ J26-F1	Ackerman & DuVall, Part One, chapter 2, pp. 61- 112	Quiz 1 on Rosenberg (150 points max)
5~ F2-8	Ackerman & DuVall, Part One, chapter 3 on Solidarity, pp. 113-176	Discussion 2 on Gandhi film and Ackerman & DuVall pp. 1-12, 61-176 (max 100 points)
6~ F9-15	Ackerman & DuVall, Part Two, chapter 5 on Denmark, pp. 207-240 Foday Darboe reading (in Course Content)	
7~ F16-22	Ackerman & DuVall, Part Three, chapter 9 on South Africa, pp. 335-368	Discussion 3 on Ackerman & DuVall pp. 207-240, pp. 335-368 and on Foday Darboe reading (max 100 points)
8~ F23-M1	Ackerman & DuVall, Part Three, chapter 8 on Civil Rights, pp. 305-334	
9~ M2-8	Ackerman & DuVall, Part Two, chapter 7 on Chile and Argentina, pp. 267-304	Discussion 4 on Ackerman & DuVall pp. 267-334 (max 100 points)
10~M9-15	Ackerman & DuVall, Part Four, pp. 457-506 View Chenoweth TED talk https://www.youtube.com/watch?v=YJSehRIU34w	Discussion 5 on Ackerman & DuVall pp. 457-506 and Chenoweth TED talk (max 100 points) peace journalism (optional) due March 16 (max 200 points)
Finals week		Quiz 2 on Ackerman & DuVall (350 points, max) Due M20 experiential ed service learning (optional) due M18 (max 200 points)

Grade components Based on 1,000 points:

~500 (maximum) Discussions in class and online

Each Discussion period is a possible 100 points, closing out on specific Sunday nights (at 11:59 p.m.—after which you cannot post for points for that period). Just remember, you get to discuss as many times as you like until the end of the period. This is half your grade and is a primary collaborative learning process. The Discussions are where you intellectually connect the content of the assigned reading to reality. It may be treated more as a paper than a discussion or it may be treated more as a discussion than a paper. My advice? **Post early and post often until you earn the points you want.** My TA

and I grade at least five times per week. Do not check your grade and ask me why you only have 13 points when the period isn't over yet. We grade frequently and that is to your advantage. Anyone with discipline can earn full points in Discussions. Those who choose to only post once period may earn all points or may just earn a few. Your points, in other words, are up to you.

Rubric	Optimal	Comment
Word count	1,000 minimum	This can be in one post or several
Cites (text by page, films, current events)	8 cites, minimum, dispersed throughout the post and from throughout the assigned reading	This shows specific comprehension of assigned reading
Logic	Use of rational discourse	Is the student's writing working through a logical assessment of course materials?
Synthesis	Integrated use of reality—current events or historical events—to assigned reading	Is the student connecting reality and readings?
Evaluation	Strong conclusions and questions	Student shows ability to sift all materials and offer solid conclusions and /or penetrating questions

~500 (maximum) Quizzes

On the readings in our two texts. Each will be T/F. Study hard. It's conceptual. You will need to know the concepts that the text authors explain.

Other options (these can be done in addition to required work for extra points)

200 points, maximum: peace journalism. You will need to consult with me for this option, either via D2L mail or outside email: pewtom@gmail.com. Do not create and submit a piece of writing without my approval **first** of the concept and **then** of the final revisions. See Appendix 1. The most publishable pieces are articles about nonviolent efforts that are underway, and those articles need to include information from interviews you conduct with organizers and participants of nonviolent actions or campaigns. If you are an activist, this is your opportunity to write an informational, analytical, and even recruitment piece. This also provides a strong opportunity to contact and converse with people who have experience in this arena in order to both learn and critique. If you are a journalist, this is your opportunity to work with an editor to develop a piece that is relevant to this course and to be published doing so. Post your final piece—only after I approve it—in the Peace Journalism posting area.

200 points, maximum: community service learning experiential education. Choose one of the groups in Appendix 2. This involves volunteering at least 10 hours for one of the groups listed and constructing a posting that connects your experience to our course content. This is not going to outside lectures or films or conferences. Those are

straightforward learning opportunities, not community service. This is also not for any service prior to this academic term, not for any service for which you are paid, and not for service that you are counting for any other course or internship.

You post your reflections on your experience and then lead a discussion that tests the theory against the action and informs the action by the theory. This is how we progress in any field; there is a dialectic in which theory informs action and action informs theory. If this is something that interests you, begin very soon, as you need to set up your experience and then construct a post on it. Partial credit for fewer than 10 hours of volunteering will not earn any points. You also must have your supervisor send me an email to pcwtom@gmail.com to verify your hours served and your duties performed. I cannot give any credit without that contact from your supervisor. This is not a time burden on them; verification of your hours and a one-sentence description of what you did are all that is needed.

total points and grades

930-1,000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
less than 600	F

end of syllabus

Appendix 1: publications

The PeaceWorker: "Peter Bergel" <pbergel@igc.org>,

Portland Alliance: <http://www.theportlandalliance.org/>

WIN: <http://www.warresisters.org/win/>

Appendix 2: Service learning organizations

Check with me if you wish to volunteer anywhere not listed below (it must connect to this course convincingly).

Center for Intercultural Organizing: 2808 NE Martin Luther King Jr. Blvd., Suite 13 / Portland, Oregon 97212 / Phone: (503) 287-4117; "Nicole Brown" <nicole@interculturalorganizing.org>, or "Kayse Jama" <kayse@interculturalorganizing.org>,

Oregon Physicians for Social Responsibility: "Sean Tenney" <sean@oregonpsr.org>,, 812 SW Washington Street Ste. 1050, Portland, Oregon 97205, Phone: 503-274-2720, Fax: 503- 222-5348

Recruiter Watch PDX, coalition@gmail.com

War Resisters League, John Grueschow, jgrueschow@comcast.net

online volunteering:

PeaceVoice: This is a project of the Oregon Peace Institute that is intended to bring peace professionals into the public discussion of issues. PeaceVoiceDirector@gmail.com; 503 327 8250 (this is me).

Appendix 3: Don't even think about it.

From the PSU current catalog:

Incompletes. A student may be assigned a mark of I by an instructor when all of the following four criteria apply: Quality of work in the course up to that point is C- level or above. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.

Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period. The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. An agreement to a longer period must be by petition to the Scholastic Standards Committee. Failure to make up the incomplete by the end of one calendar year will result in the mark of I automatically changing to a grade of F or NP, depending on the grading option chosen by the student at registration. The instructor, department chair, or dean may set earlier deadlines. For graduating students, incompletes awarded in fall term 2006 or later will be automatically changed to a grade of F or NP prior to conferral of the degree. The faculty of record must file supplemental grade changes no later than 30 days after the degree is awarded. Grades of F or NP will remain on the academic record after

the degree is awarded and cannot be removed. In cases where a student's inability to complete the work by the deadline is due to extraordinary circumstances such as catastrophic injury or illness, petition can be made to the Scholastic Standards Committee who will review the case to determine appropriate action.