HGPS 421: Concepts in Peace Studies and Nonviolence

We all want peace. Most of us indeed experience relative peace most of the time. This Capstone course investigates the meaning of peace and the various means we choose to achieve it.

Over the course of this investigation, we will face some long-held assumptions and challenge otherwise comforting beliefs about the relationship between peace and violence. While the term ‘nonviolence’ has been in our international vocabulary for over a century, most of us hold a hazy vision of what it looks like. Though the semantics of the word makes the effort seem trivial, few of us can clearly articulate the difference between nonviolence and violence. This course will address these shortcomings in our collective comprehension, in order to more solidly establish nonviolence as a viable alternative to its antonym.

An education in nonviolence is important, whether or not an individual chooses to adopt it. While the 20th century was filled with World Wars, civil wars, unconventional wars, guerrilla wars, genocide and countless accounts of violence, its history is incomplete without awareness of the many glorious and mundane nonviolent victories. At the most distant, those who wield violence will be better prepared to defeat all enemies by better understanding nonviolence; indeed, the future may prove the assertion that only the nonviolent can beat a violent enemy. At the most local, students should not be surprised to find comforting guidance for their interpersonal interactions in the principles of nonviolence.

What is peace? While most claim to want peace and may experience it most of the time, rarely do we consider the quality of peace. Is peace merely the absence of war? Is the peace that comes from war qualitatively different from the peace that comes from nonviolent means? We will collectively consider the casual answers and dig more deeply to arrive at individually authentic and unique perspectives.

This course is largely and logically a study of the means by which we strive for peace. However, the study of means must consider the precedents to speech or deed. While both the anti-war protester and the soldier fight for peace, what about their adopted mindsets and strategies is different? While they propose different means for achieving their common goal, what is similar about their adopted mindsets and strategies?

Chronologically, we will spend the first week revealing our default beliefs about the matters of violence and nonviolence in order to establish personal baselines. Next, we will spend two weeks stepping through the history of nonviolence. After that, we will spend nearly four weeks, leading to the Midterm Examination, digging into the literature to educate ourselves about the theory and practice of nonviolence. After the exam, we will study in greater depth particular case studies, in which leaders and individuals applied different adaptations of nonviolent principles to address real conflict. During this section, we will study some of the most famous nonviolent leaders -- Gandhi and King -- as well as examine less famous leaders. From this study of the social application, we will scope down to enlighten the smaller and daily ways we might consider applying nonviolence in our own homes and workplaces. We will spend the last two weeks considering what nonviolentists can learn from war to strengthen their practice.

While this organization is quite linear, we will cross back and forth from one section to another, revisiting material covered earlier and touching upon other material not yet covered. The goal is to temporarily loosen our
grips and jostle around our firmly held beliefs to expand our spectrum of the ways our thoughts, words and deeds can more consistently contribute to persistent, deeply satisfying eras of peace.

Core Curriculum

This course satisfies Core Objective 13 (Capstone) of the Silver Core Curriculum. In addition, the course integrates the knowledge and skills gained from CO1, CO3, and CO 12 (Ethics), as described below.

CO1 This course integrates Effective Composition and Communication. Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3 This course integrates Critical Analysis and Use of Information. Students will be able to be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

Student Learning Outcomes (SLOs)

As a result of participating in this course, students will be able to:

1. articulate the positive and negative results that follow from one’s choice to rely on violence or nonviolence.
2. analyze and explain the means/ends model for differentiating violence from nonviolence and be able to articulate the benefits and limitations of this. (CO3)
3. explain how war can be perceived as being morally superior to nonviolence. Be able to articulate what changes to our perception of nonviolence would have to happen to make it morally equivalent to war. (CO12)
4. articulate the history and lineage of nonviolence in written exercises and through the examination of case studies. (CO1)
5. identify and analyze the four-level Spectrum of Means for Experiencing Peace (SMEP) model.
6. identify and analyze those factors that contribute to perceived personal and societal efficacy in attempting to resolve major societal conflicts and confrontations. (CO3, CO13)
7. Synthesize and integrate the conditions for ethical decision-making with respect to a history of conflict and peace resolutions. (CO12, CO13)

YOU MUST READ ALL ASSIGNED TEXTS BEFORE A GIVEN CLASS PERIOD. Prepare questions on the texts, bring up points of disagreement and be ready to discuss in class. I will not lecture on your reading assignments. Rather, I will only talk about some of the main themes of a given text and discuss those points that YOU bring up in class. Asking questions, raising points of discussion, and adding your point of view to the discussion are necessary ingredients for your academic success. Most of the time, you will do your reading at home with a discussion of the reading to take place during class. There will be very few pure lectures.

FAMILIARIZE YOURSELF WITH WEBCAMPUS AND THE KNOWLEDGE CENTER’S COURSE RESERVES SITE. Throughout the term you will make discussion posts and retrieve material through WebCampus. You will also find assigned readings at the Course Reserves Site.

MAKE SURE THAT YOU CHECK YOUR WEBCAMPUS EMAIL REGULARLY. I will use email to communicate with you.

ACADEMIC HONESTY
If I catch you cheating, you will fail this course. You should know that with today’s technology, it is amazingly easy to catch a student who chooses to use the words of another author. The consequences of such a course failure might not be apparent until you actually have the misfortune to experience it: suffice it to say that the consequences are damaging to your career and are long-standing. Such an offense is so serious that some institutions will actually kick you out of the entire school, permanently. Cheating is not worth it. If the assignment is overwhelming to you, seek clarification from me and your classmates. If you have to, take a zero on the assignment. If you do cheat, expect zero sympathy or negotiation from me; expect only an F.

**UNIVERSITY POLICIES**

The University of Nevada, Reno is committed to equal opportunity in education for all students. Any student with a disability needing academic adjustments or accommodations is requested to speak with the instructor or the Disability Resource Center (Thompson Building, Suite 101), as soon as possible to arrange for appropriate accommodations.

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**READING MATERIAL**

<table>
<thead>
<tr>
<th>Title</th>
<th>Usage</th>
<th>Author</th>
<th>Bound/Year</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Gandhi, the Man: how one man changed himself to change the world</em></td>
<td>Full Text</td>
<td>Easwaran, Eknath</td>
<td>PB/2011</td>
<td>978-1-58638-055-7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>PB/2012</td>
<td>1-57766-349-7</td>
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<tr>
<td><em>Nonviolence</em></td>
<td>Full Text</td>
<td>Kurlansky, Mark</td>
<td>PB/2008</td>
<td>978-0-8129-7447-8</td>
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<tr>
<td><em>Yoga on War and Peace</em></td>
<td>Full Text</td>
<td>Tigunait, Rajmani</td>
<td>PB/1991</td>
<td>0-89389-125-8</td>
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<td><em>A Force More Powerful</em></td>
<td>Course Reserves</td>
<td>Ackerman, Peter and DuVall, Jack</td>
<td>HB/2000</td>
<td>0-312-22864-3</td>
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<tr>
<td><em>Nonviolent Soldier of Islam: Badshah Khan, A Man to Match His Mountains</em></td>
<td>Course Reserves</td>
<td>Easwaran, Eknath</td>
<td>PB/1999</td>
<td>1-888314-00-1</td>
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<td><em>The Autobiography of Martin Luther King, Jr.</em></td>
<td>Course Reserves</td>
<td>King, Martin Luther, Jr.</td>
<td>HB/1988</td>
<td>0-446-52412-3</td>
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<tr>
<td><em>The Search for a Nonviolent Future</em></td>
<td>Course Reserves</td>
<td>Nagler, Michael N.</td>
<td>PB/2004</td>
<td>9781930722408</td>
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<td><em>Nonviolent Communication</em></td>
<td>Related</td>
<td>Rosenberg, Marshall</td>
<td>PB/2005</td>
<td>1-892005-03-4</td>
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<td><em>Courage in Both Hands</em></td>
<td>Related</td>
<td>Hunter, Allan A.</td>
<td>PB/1962</td>
<td>ASIN: B0007FFGXO</td>
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Mohandas Gandhi: essential writings

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Classroom Participation</td>
<td>140 (14 x 10pts per meeting)</td>
<td>14</td>
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<tr>
<td>Attendance</td>
<td>40 (4 x 10 pts per month)</td>
<td>4</td>
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<tr>
<td>2 Essays</td>
<td>260 (2 x 130 pts each)</td>
<td>26</td>
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<tr>
<td>Midterm Examination</td>
<td>200</td>
<td>20</td>
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<tr>
<td>8 Weekly Discussions</td>
<td>160 (8 x 20 pts each)</td>
<td>16</td>
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<tr>
<td>Final Examination</td>
<td>200</td>
<td>20</td>
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Thus the entire class is worth 1,000 points. The grade scale will follow the normal percentage pattern of 100-93.4 = A; 93.3-90.0 = A-; 89.9-86.7 = B+; 86.6-83.4 = B; 83.3-80.0 = B-; 79.9-76.7 = C+; 76.6-73.4 = C; 73.3-70.0 = C-, 69.9-60.0 = D, and 59.9 and below is an F. I do not round points or grades up or down at course-end, so please pay attention to your grade throughout the semester. In short, I am interested in evaluating how willing you are to engage this material and apply it to the real-world. The grading scheme is structured, and the course is designed, to encourage you to engage with the course material and with your classmates. *A plus/minus grading system will be used for this course.

Personal Conduct: I do not assign “extra work” to make up for low grades on assignments. If you choose to be ill or experience personal emergencies, please do not expect any exceptions to these rules. The only authorized use of portable computers is for taking notes. Show respect for your classmates by ensuring that your phone is not used during class.

Classroom Participation: Class attendance is mandatory. Your contributions during class discussions and your preparedness for class make a difference! Your questions raised in class, your comments, your feedback to the reading selections or to statements raised by your peers, are part of your learning experience. Attendance sheets are part of each class session. I will explain the details of the specific grading scheme during class; for each class meeting, but your attendance and participation will be graded each class meeting. I will subjectively evaluate your involvement, engagement and contribution to the discussion. In addition, I will score your attendance in a separate grade twice during the semester. Missing class results in significant gaps in your overall learning experience and those of your classmates. Missing three or more classes puts you in a separate category, in which I reserve the right to lower your final course grade by up to one letter-grade. I.E. if your overall grade by the end of the semester is a B but you missed more than three classes, then I may lower it to a C. Bottom line is this: please attend each class meeting.
ONLINE DISCUSSIONS: In addition to the discussions we will hold in the classroom, you will contribute to an online discussion each week. These posts will extend the classroom discussions by providing the venue for deepening and broadening them. Furthermore, the posts will provide an opportunity for students who may feel less comfortable contributing during the live classroom discussions.

ESSAYS AND EXAMS: In addition to 2 essays, there is one midterm and one final exam. Essays will be relatively short, addressing specific issues related to the Course Objectives. The midterm covers the material of the first half of the course. The final exam is comprehensive. The exams questions are mostly short essays: please focus on when, who, where, what and why, with the “why” being the most critical component. I will provide you with study guides for the midterm and the final exams. No make-up essays or exams will be given.

Semester Schedule

Each class meeting will have the following general structure:
- Discuss Administrative Issues.
- Deepen Understanding of the Readings through a combination of instructor lecture, small-group discussion, unstructured and structured collective discussions.
- View audio-video material as appropriate.
- Discuss Assignment for next Meeting.

Establish a Personal Baseline of Beliefs about Nonviolence
The History of Nonviolence

Week 1

Meeting 1 (M 8/25)
Introduction. Review Syllabus. Discuss Personal Beliefs about Violence and Nonviolence. Discuss how nonviolence is relevant today, given current events around the globe.

Your assignment for next meeting:
- Read: Holmes and Gan, pp. xiii-xxii. [2012 Sections pp. xiii-xxii]
- Read: Kurlansky, pp. xiii-71.
- Participate in Weekly Online Discussion.

Week 2

No Class Meeting (M 9/1): (Labor Day Observed)

Week 3

Meeting 2 (M 9/8):
Discuss Readings. Discuss Personal Beliefs about Violence and Nonviolence.

Your assignment for next meeting:
- Read: Kurlansky, pp. 72-142.
- Participate in Weekly Online Discussion.

Week 4
Meeting 3 (M 9/15):
Discuss Readings. Tentative: UNR Nonviolence Club Officers visit class.

Your assignment for next meeting:
Read: Kurlansky, pp. 143-184.
Read: Holmes and Gan, pp. 1-35. [2012 Sections 1-6, pp. 1-35]
Participate in Weekly Online Discussion.

The Theory and Practice of Nonviolence
Week 5

Meeting 4 (M 9/22):
Discuss Readings. Discuss Essay #1.

Your assignment for next meeting:
Read: Holmes and Gan, pp. 36-118. [2012 Sections 9-15, pp. 53-116]
Participate in Weekly Online Discussion.

Week 6

Meeting 5 (M 9/29):
Discuss Readings. Discuss Essay #1. Tentative: Green Dot visits class.

Your assignment for next meeting:
Read: Holmes and Gan, pp. 119-204. [2012 Sections 16-23, pp. 117-204]
Participate in Weekly Online Discussion.
Write Essay #1.

The Lives of Mohandis Gandhi and Martin Luther King Jr.
Week 7

Meeting 6 (M 10/06):
Essay #1 Due. Discuss Readings. Tentative: 3pm Rita Sloan, from AVP, visits class.

Your assignment for next meeting:
Read: Easwaran, pp. 5-145. (This reference of ‘Easwaran’ refers to his book Gandhi the Man.)
Participate in Weekly Online Discussion.

Week 8

Meeting 7 (M 10/13):
Discuss Readings. Discuss Midterm Examination (What is Nonviolence, History, Theory and Practice).

Your assignment for next meeting:
Prepare for Midterm Examination.

Week 9

Meeting 8 (M 10/20)
MIDTERM EXAMINATION (first 90 minutes of class). Location: AB 208 or TBD
Discuss Readings (remaining portion of class in SFB 103).

Your assignment for next meeting:
Read: Easwaran, pp. 146-171.
Nonviolence as a Political Tool

Week 10

Meeting 9 (M 10/27):
Discuss Readings. Discuss Essay #2. Introduce the SMEP.

Your assignment for next meeting:
Read from CR: Ackerman and DuVall, pp. 207-240, 397-421.
Read from CR: Ackerman and DuVall, pp. 457-506.
Participate in Weekly Online Discussion.

Applying Nonviolence to our Everyday Lives

Week 11

Meeting 10 (M 11/03):
Discuss Readings. Discuss Essay #2.

Your assignment for next meeting:
Read from CR: Nagler, pp. 1-43.
Read from CR: Nagler, pp. 44-86.
Read and apply NV to: Rudyard Kipling’s poem ‘If’ at http://www.poetryfoundation.org/poem/175772
Write Essay #2.
Participate in Weekly Online Discussion.

What can Nonviolentists Learn from Warriors?

Week 12

Meeting 11 (M 11/10):
Discuss Readings.

Your assignment for next meeting:
Read: Tigunait, pp.xii-116.
Participate in Weekly Online Discussion.

Week 13

Meeting 12 (M 11/17):
Discuss Readings. Essay #2 Due.

Your assignment for next meeting:
Re-read from Holmes and Gan: James, Moral Equivalent of War.
Re-read from Holmes and Gan: Tolstoy, *Letter to Ernest Howard Crosby*.
Read from CR: Tolstoy, *The Godson*.
Participate in Weekly Online Discussion.

**Week 14**

**Meeting 13 (M 11/24)**
Discuss Readings.

**Your assignment for next meeting:**
Read from CR/Webcampus either article: Peterson, *SMEP* OR Peterson, *Yogi Warrior*.
Read: Additional Readings to be assigned.

**Week 15**

**Meeting 14 (M 12/1)**
Discuss Readings.

**Your assignment for next meeting:**
Read from CR/Webcampus article: Peterson, *Why I want to change the world no longer*.
Read: Additional Readings to be assigned.

**Week 16**

**Meeting 15 (M 12/8):**
Do course evaluation in-class or at-home online.
Discuss Readings. Discuss Final Examination (Comprehensive).

**Your assignment for next meeting:**
Prepare for Final Examination.

**Finals Week**

**Meeting 16 (M 12/15):**
**FINAL EXAMINATION:** 10:15am-12:15pm.
**Location:** AB 208 or TBD

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