

# PEACE AND CONFLICT STUDIES 610

## Contemporary Nonviolent Movements

Conrad Grebel University College

University of Waterloo

Winter 2020



**Instructor:** Dr Eric Lepp

**Office Location:** Grebel 2125

**Email Address:** [eric.lepp@uwaterloo.ca](mailto:eric.lepp@uwaterloo.ca)

**Office Hours:** By Appointment

**Class Location:** ZOOM

**Class Time:** Wednesday 7-9pm EST

*Contact Policy:* I am happy to assist you in whatever capacity I can. Please do email me, and we will try to find a mutually convenient time.

### Course Calendar Description:

“Through comparative case studies, this course examines contemporary nonviolent movements that illustrate pacifist and other nonviolent strategies for advancing social justice and other high-value political goals. Local, national and transnational campaigns that seek to shape the agenda for global change are examined alongside movements of more limited scope and ambition (e.g. national liberation movements, civil rights campaigns, struggles for democracy). Throughout, attention will be given to trends in practice and to debates concerning the effectiveness, ethical significance, and current relevance of nonviolent change methods.”

### Learning Objectives:

- To understand the past and present meaning of nonviolence as a concept, philosophy, and strategy.
- To articulate how civil resistance influences and brings about social and political change.
- To be able to evaluate the relative merits and effectiveness of nonviolence as a practice and strategy.
- To engage with debates and tensions of nonviolence as a principled, ethical or theological framework and/or as a pragmatic, strategic tactic for confronting injustice and power.
- To intentionally reflect on your personal stance of nonviolence.
- To develop skills in reading, analyzing, and summarizing academic literature.
- To develop skills in media research.
- To develop skills in oral presentation in terms of articulating ideas in class discussion and in formal presentation of research.

**Territorial Acknowledgement:** We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

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## Course Expectations

### *Course Method:*

In this class, we will aim to be fully present together as we explore past and present-day examples of nonviolent thinking, practice, and movements in the world. We will aim to practice 'loving speech and deep listening' in order to generate compassion towards one another and the subject matter. The classes will have limited lectures from me, the instructor. Rather, learning will emerge through our collective discussions of readings, news of the day, and your individual projects. What you take away from this course will relate directly to what you bring to the group (this includes me, the instructor). Class discussions will be augmented with guests speakers, film clips, and news items as they arise.

### *Remote Learning and Academic Freedom*

This course will engage a number of important themes about resistance, violence, oppression and movements that seek to shift power. If this course were to be offered in a classroom in Waterloo we would be in the safety of democratic society, and a university that enables academic freedoms of inquiry, debate and communication of ideas that may be suppressed in other settings. As this is a course offered remotely and you (the students) are studying in places around the planet I ask that you follow your own discretion in engaging with the course materials. If you ever believe the subject matter of the course or having the readings and documents on your computer puts you in a position of risk please contact me and we will work towards suitable alternatives.

### *Anti-Racism*

The instructor of this course (Eric Lepp) is committed to the platform of peace and conflict study that engages structural injustices. This course is offered recognizing that events of racism and systemic violence are not something that simply happen somewhere else but are often embedded in the structures of the academe. It is my hope that through discussion and engagement we can be made aware of, and mindful to, many narratives of history, present and future, that light the path to greater equality across the diverse spectrum of BIPOC students. The content of this course is a constant work in progress – please don't hesitate to reach out to me with challenges, suggestions, or feedback as we navigate our learning journey together.

### *Gender Neutral Language*

A note about the importance of the language we use.

You may notice that some of our readings contain gendered language that would be considered inappropriate by today's intellectual norms. I request that you use gender-neutral language except where you are referring to a specific gender. "He" and "His" and "Man" and "mankind" are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human. If you mean all humans, then say 'humans' or 'humanity' or 'humankind' or 'people', etc.

### *Respecting One Another*

This is a course that looks at conflict through a number of lenses. Conflict carries with it micro/personal level challenges as well as macro/cultural/social level challenges and we each experience the challenges of conflict differently. There are students in this course, and across campus, from all walks of life who have experienced conflict ways differently than you. In learning about conflict together through readings, listening to lectures, or taking part in discussions and activities, it is of the utmost importance that we give one another the space and platform to learn and examine issues of conflict respectfully together.

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## Required Texts:

Holmes, Robert L. and Barry L. Gan. *Nonviolence in Theory and Practice - Third Edition*. Long Grove, IL: Waveland Press, 2012.

- Referred to in Course Schedule as *NTP*
- Available for purchase in the UW bookstore (may be in used bookstore)
- The First Edition is available online through the UW library website


Weekly readings are noted in schedule.

Weekly readings will amount to 50-100 pages.

## Summary of Course Assignments:

|  |     |
|--|-----|
| Participation                          | 10% |
| Class Facilitation                     | 20% |
| Nonviolent Conflict News Digest Report | 15% |
| Podcast                                | 20% |
| Research Paper and Presentation:       |     |
| Proposal                               | 5%  |
| Research Paper                         | 30% |

## Course Schedule:

| Week and topic   | Readings  |
|--|---|
| <b>Week 1</b><br><br><b>Introduction</b><br>- Introductions,<br>- Course Overview,<br>- Complete the Pre-Seminar Learning Gains Survey (ICNC)<br><br>- Film Screening: <i>SELMA</i>      |    |
| <b>Week 2</b><br><br><b>Nonviolence and Civil Resistance</b><br>- Pragmatism and Principles<br>- Debates and Definitions<br>- Misconceptions and Controversies<br>- Critiques<br>- Power | <p><b>TEXT *referred to as NTP hereafter*</b><br/>           Holmes, Robert L. and Barry L. Gan. "Introduction" in <i>Nonviolence in Theory and Practice - Third Edition</i>. Long Grove, IL: Waveland Press, 2012, pp. xvii-xxiii.</p> <p><b>LEARN</b><br/>           Hallward, Maia Carter and Julie M. Norman. "Chapter 2: Understanding Nonviolence" in <i>Understanding Nonviolence</i>, edited by Maia Carter Hallward and Julie M. Norman. Cambridge, UK: Polity Press, 2015, pp.14-35.</p> <p>Chenoweth, Erica and Kathleen Gallagher Cunningham. "Understanding nonviolent resistance: An introduction." <i>Journal of Peace Research</i> 50, no. 3 (May 2013): 271–276.</p> |

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| Week and topic   | Readings  |
|--|---|
|  | <p>Schock, Kurt. "The practice and study of civil resistance." <i>Journal of Peace Research</i> 50, no. 3 (May 2013): 277-290.</p> <p>Schock, Kurt. "Nonviolent Action and Its Misconceptions: Insights for Social Scientists." <i>PS: Political Science and Politics</i> 36, no. 4 (Oct 2003): 705-712.</p> <p><b>ONLINE</b><br/>           DuVall, Jack. "Civil Resistance and the Language of Power," openDemocracy (November 19, 2010). <a href="https://www.opendemocracy.net/en/civil-resistance-and-language-of-power/">https://www.opendemocracy.net/en/civil-resistance-and-language-of-power/</a></p> <p><b>RECOMMENDED (on LEARN)</b><br/>           Miller, Christopher E. and Mary E. King. "A Glossary of Terms and Concepts in Peace and Conflict Studies, Second Edition." University for Peace Africa Program, 2005.</p>   |
| <p><b>Week 3</b></p> <p><b>Historical Overview of Nonviolent Resistance</b></p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Mohandes K. Gandhi</li> <li>- Martin Luther King Jr.</li> </ul> <p>- Film – <i>A Force More Powerful</i><br/>           – Episode 1 Part 1 &amp; 2</p> <p><b>NEWS DIGEST REPORT</b></p> | <p><b>TEXT</b><br/>           NTP – Part Two – Preview, Chapters 12-15</p> <p><b>LEARN</b><br/>           Brown, Judith M. "Gandhi and Civil Resistance in India, 1917-47." Chapter 3 in <i>Civil Resistance and Power Politics: The Experience of Non-violent Action from Gandhi to the Present</i>, edited by Adam Roberts and Timothy Garton Ash. New York: Oxford University Press, 2009.</p> <p>Cortright, David. "Martin Luther King Jr.: An American Gandhi." Chapter 3 in <i>Gandhi and Beyond: Nonviolence for a New Political Age</i>. Boulder, CO: Paradigm, 2009.</p> <p><b>RECOMMENDED (on LEARN / IN-TEXT)</b><br/>           Tamás Csapody and Thomas Weber "Hungary: Nonviolent Resistance Against Austria, 1860s-1900s." Chapter 13 in <i>Recovering Nonviolent History: Civil Resistance in Liberation Struggles</i>, edited by Maciej J. Bartkowski. Boulder: Lynner Rienner Publishers, 2013.</p> <p>Peter Ackerman and Jack DuVall, "Russia, 1905: The People Strike" Chapter 1 in <i>A Force More Powerful: A Century Of Nonviolent Conflict</i>. New York: St. Martin's Press, 2000.</p> |
| <p><b>Week 4</b></p> <p><b>Nonviolent Action as a Force More Powerful</b></p> <ul style="list-style-type: none"> <li>- Gene Sharp</li> <li>- Maria Stephan and Erica Chenoweth</li> </ul> <p><b>Final Paper Proposal/Outline Due</b></p> <p><b>NEWS DIGEST REPORT</b></p>  | <p><b>TEXT</b><br/>           NTP – Part Five Preview, Chapters 32-34</p> <p><b>LEARN</b><br/>           Weber, Thomas. "Nonviolence is Who? Gene Sharp and Gandhi." <i>Peace &amp; Change</i> 28, no. 2 (April 2003): 250-270.</p> <p>Sharp, Gene. "There are Realistic Alternatives." (Chapters 1 &amp; 2). Boston: The Albert Einstein Institution, 2003: 1-23.</p>  |

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| Week and topic  | Readings  |
|---|---|
|   | <p>Stephan, Maria J. and Erica Chenoweth "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." <i>International Security</i> 33, no. 1 (2008): 7-44.</p> <p><i>RECOMMENDED (TEXT)</i></p> <p>NTP – Chapters 35-37</p>   |
| <p><b>Week 5</b></p> <p><b>The Tools of Nonviolent Action</b></p> <ul style="list-style-type: none"> <li>- Skills/Agency vs. Conditions/Structures</li> <li>- Movement Formation</li> <li>- Strategic Planning and Tactical Innovation</li> </ul> <p><b>NEWS DIGEST REPORT</b></p>                              | <p><b>LEARN</b></p> <p>Sharp, Gene. "198 Methods of Nonviolent Action" in <i>The Methods of Nonviolent Action</i>. Boston: Porter Sargent, 1973.</p> <p>Sharp, Gene. "Chapter 39: Applications of Nonviolent Struggle in the Modern World" in <i>Waging Nonviolent Struggle</i>. Extending Horizons Books, 2005: 509-24.</p> <p>Chenoweth, Erica and Jay Ulfelder. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" <i>Journal of Conflict Resolution</i> (2015): 1-27.</p> <p>Peter Ackerman and Hardy Merriman, "The Checklist to End Tyranny" in <i>Is Authoritarianism Staging a Comeback?</i> edited by Mathew Burrows and Maria J. Stephan. Washington, DC: The Atlantic Council, 2015: 63-79.</p> <p><b>ONLINE</b></p> <p>Vinthaghen, Stellan. "People Power and the New Global Ferment." openDemocracy (November 15, 2010).<br/> <a href="https://www.opendemocracy.net/en/people-power-and-new-global-ferment/">https://www.opendemocracy.net/en/people-power-and-new-global-ferment/</a></p> <p><i>RECOMMENDED (on LEARN)</i></p> <p>Miller, Christopher A. (editor). <i>Strategic Nonviolent Struggle: A Training Manual</i>. Series editor Mary E. King. Addis Ababa: University for Peace, 2006.</p> |
| <p><b>READING WEEK</b></p>  | <p><b>No class ☺</b></p>  |
| <p><b>Week 6</b></p> <p><b>Peacebuilding and Civil Resistance</b></p> <ul style="list-style-type: none"> <li>- Civil Resistance and External Actors</li> <li>- Accompaniment</li> </ul> <p><b>GUEST SPEAKER: Sandra Milena Rincon and Pierre Shantz, ECAP/CPT Colombia</b></p> <p><b>NEWS DIGEST REPORT</b></p> | <p><b>LEARN</b></p> <p>Julian, Rachel. "The Transformative Impact of Unarmed Civilian Peacekeeping." <i>Global Society</i> 34, no. 1 (2020): 99-111.</p> <p>Dudouet, Véronique. "Powering to Peace: Integrated Civil resistance and Peacebuilding Strategies." ICNC Special Report Series, April 2017.</p> <p><b>ONLINE</b></p> <p>Johansen, Jorgen. "Analysing External Support to Nonviolent Revolutions" in <i>Experiments with Peace, Celebrating Peace on Johan Galtung's 80 Birthday</i>, edited by Jorgen Johansen and John Y Jones. Oxford: Pambazuka</p>   |

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| Week and topic  | Readings  |
|---|---|
|   | <p>Press, 2010, pp. 103-114. <a href="https://jjohansen.net/2014/01/05/analysing-external-support-to-nonviolent-revolutions/">https://jjohansen.net/2014/01/05/analysing-external-support-to-nonviolent-revolutions/</a></p> <p><i>RECOMMENDED (on LEARN)</i></p> <p>Satterwhite, James. "Christian Peacemaker Teams as an Alternative to 'Redemptive Violence'." <i>Peace &amp; Change</i> 31, no. 2 (April 2006): 222-43.</p> <p><i>ICNC - Liberia: Resisting Marginalization and Promoting Peace through Civic Advocacy (Forthcoming, 2021)</i></p>  |
| <p><b>Week 7</b></p> <p><b>Nonviolence in Religious Traditions</b></p> <p>-----</p> <p><b>Mennonite Peace Theology</b></p> <p><b>GUEST SPEAKER: Dr David Y. Neufeld</b></p> <p><b>Podcast Due</b></p> <p><b>NEWS DIGEST REPORT</b></p>                    | <p><b>TEXT</b></p> <p>NTP – Part One – Preview, Chapters 1-8, 28-31</p> <p><b>LEARN</b></p> <p>Thich Nhat Hanh. "History of Engaged Buddhism: A Dharma Talk by Thich Nhat Hanh—Hanoi, Vietnam, May 6-7, 2008." <i>Human Architecture: Journal of the Sociology of Self-Knowledge</i> VI, no. 3 (Summer 2008): 29-36.</p> <p>DuBois, Heather M. and Janna Hunter-Bowman. "The Intersection of Christian Theology and Peacebuilding" in <i>The Oxford Handbook of Religion, Conflict and Peacebuilding</i>, edited by R. Scott Appleby, Atalia Omer, and David Little. Oxford University Press, 2015.</p>   |
| <p><b>Week 8</b></p> <p><b>Nonviolence, Pacifism and Action: Moral/Ethical Considerations and Strategies for a Living Revolution</b></p> <p><b>GUEST SPEAKER: Steve Chase, Manager of Academic Initiatives, ICNC</b></p> <p><b>NEWS DIGEST REPORT</b></p> | <p><b>TEXT</b></p> <p>NTP – Part 4 Preview / Chapters 22, 25, 27.</p> <p><b>LEARN</b></p> <p>Stephan, Maria. "Active Nonviolence: An Effective Political Tool" in <i>Choosing Peace: The Catholic Church Returns to Gospel Nonviolence</i>, edited by Marie Dennis. Maryknoll: Orbis Books, 2018.</p> <p>Mendoza Jr., Amado. "People Power in the Philippines, 1983-86" in <i>Civil Resistance and Power Politics</i>, edited by Adam Roberts and Timothy Garton Ash. Oxford University Press, 2012, pp 179-196.</p> <p>Ted Grimsrud, "Core Convictions of Engaged Pacifism," <i>The Conrad Grebel Review</i>, Vol. 28, No. 3 (Fall 2010): 22-38.</p> |

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| <p><b>WEEK 9</b><br/><b>MARCH 17</b></p>  | <p><b>Nonviolence and Human Rights</b></p>    | <p><b>LEARN</b><br/>Tremblay, M. 2015. <i>Queer Mobilizations: Social Movement Activism and Canadian Public Policy</i>. UBC Press. Chapter 3. Pp. 85-93.</p> <p>Lupu, Y and G.P.R Wallace. 2019. Violence, Nonviolence and the Effects of Internatioanl Human Rights Law. <i>American Journal of Political Science</i> 63(2). Pp 411-426.</p> <p><b>ONLINE</b><br/>Yancy, George. "Cornel West: The Whiteness Of Harvard And Wall Street Is 'Jim Crow New Style'", TruthOut. March 5 2021<br/><a href="https://truthout.org/articles/cornel-west-the-whiteness-of-harvard-and-wall-street-is-jim-crow-new-style/">https://truthout.org/articles/cornel-west-the-whiteness-of-harvard-and-wall-street-is-jim-crow-new-style/</a></p>   |
| <p><b>WEEK 9</b><br/><b>MARCH 17</b></p>  | <p><b>Nonviolence and Gender</b></p>          | <p><b>TEXT</b><br/>Holmes, L. Robert and Barry L. Gan. <i>Nonviolence in Theory and Practice</i>, Third Edition. Long Grove, IL.: Waveland Press Inc., 2012. Ruddick, Sara. 1989. "Contemporary Feminism and Nonviolence." Chapter 20.</p> <p><b>LEARN</b><br/>Gallo-Cruz, Selina. 2016. "More Powerful Forces? Women, Nonviolence, and Mobilization." <i>Sociology Compass</i> 10, no 9: 823-835. Accessed March 9, 2021.</p> <p>Gnanadason, Aruna, Musimbi Kanyoro, and Lucia Ann McSpadden. "Women, violence and nonviolent change." Uppsala: Life &amp; Peace Institute. 2005. Chapter 3, 9&amp;10.</p> <p><b>ONLINE</b><br/>Levin, Sam. 2020. "Our love is radical': why trans activists lead the way in protest movements." <i>The Guardian</i>. Last modified September 29, 2020.<br/><a href="#">LINK</a></p> |
| <p><b>WEEK 10</b><br/><b>MARCH 24</b></p> | <p><b>Nonviolence and Systemic Racism</b></p> | <p><b>LEARN</b><br/>Morden, Michael. 2015. "Right and Resistance: Norms, Interests and Indigenous Direct Action in Canada." <i>Ethnopolitics</i> 14 (3): 256-76.</p> <p>Puga, Lisa. 2019. "Homeschooling Is Our Protest:' Educational Liberation for African American Homeschooling Families in Philadelphia, PA." <i>Peabody Journal of Education</i> 94 (3): 281-96.</p>  |

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|   |  | <p>Solomon, Akiba, and Kenrya Rankin. <i>How we fight white supremacy: A field guide to Black resistance</i>. Hachette UK, 2019.</p> <p>- <u><i>First two interviews</i></u></p> <p><b>OPTIONAL</b><br/> <a href="http://www.ohrc.on.ca/en/anti-racism-and-anti-discrimination-municipalities-introductory-manual/6-possible-activities">http://www.ohrc.on.ca/en/anti-racism-and-anti-discrimination-municipalities-introductory-manual/6-possible-activities</a></p>   |
| <p><b>WEEK 10</b><br/><b>MARCH 24</b></p>   | <p><b>Nonviolence and Humour</b></p>                             | <p>Brigstocke, Julian. 2020. "Resisting with Authority? Anarchist Laughter and the Violence of Truth." <i>Social &amp; Cultural Geography</i>, 1–19.</p> <p>Majken Jul Sorensen. 2017. "Laughing on the Way to Social Change: Humor and Nonviolent Action Theory" <i>Peace and Change</i> 42 (1): 128- 156</p> <p>The Three Examples Included in this article also Appear in Majken Jul Sørensen, <i>Humour in Political Activism: Humour in Political Activism</i> (London: Palgrave Macmillan, 2016). This Book Includes Many More Cases and the Discussion of Humor and Nonviolent Action Goes Further Than What It Is Possible to Do in an Article.</p>  |
| <p><b>WEEK 11</b><br/><b>MARCH 31</b></p> <p><b>GUEST SPEAKER: Amy Smoke and Shawn Johnston</b></p> | <p><b>NONVIOLENCE AND MOVEMENT FORMATION: Land Back Camp</b></p> | <p><b>LEARN</b></p> <p>Simpson, Leanne Betasamosake. "Land as Pedagogy: Nishnaabeg intelligence and rebellious transformation." <i>Decolonization: Indigeneity, Education &amp; Society</i> 3, no. 3 (2014): 1-25.</p> <p>King, Thomas. "Borders", in King, <i>One Good Story, That One</i>. Toronto: HarperCollins (1993): 131-148.</p> <p>Ansloos, Jeffrey. "Peace like a Red River: Indigenous Human Rights for Decolonising Reconciliation" in <i>Peacebuilding and the Rights of Indigenous Peoples</i>, edited by Heather Devere, Kelli Te Maihāroa and John P. Synott. Springer, 2017: 65-76.</p> <p><b>ONLINE:</b></p> <p>Wallace, Molly. "Why Indigenous civil resistance has a unique power" <i>Waging Nonviolence</i> (July 8, 2017). <a href="https://wagingnonviolence.org/2017/07/indigenous-civil-resistance-dapl/">https://wagingnonviolence.org/2017/07/indigenous-civil-resistance-dapl/</a></p> |



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|  |   | <p>Mitchell, Terry. "Indigenous civil rights blockades should be met with a new diplomacy, not violence." <i>The Conversation – Canada</i> (February 27, 2020) <a href="https://theconversation.com/indigenous-civil-rights-blockades-should-be-met-with-a-new-diplomacy-not-violence-132427">https://theconversation.com/indigenous-civil-rights-blockades-should-be-met-with-a-new-diplomacy-not-violence-132427</a></p> <p><b>Additional Readings (on LEARN):</b></p> <p>Truth and Reconciliation Commission of Canada. <i>Calls to Action</i>. 2015.</p> <p>United Nations. <i>United Nations Declaration on the Rights of Indigenous Peoples</i>.</p> |
| <p><b>WEEK 12</b><br/><b>APRIL 7</b></p> | <p><b>5 minutes/each sharing about final papers</b></p> <p><i>Concluding Comments</i></p> | <p><b>LEARN</b></p> <p>Sorensen, Majken Jul, and Stellan Vinthagen. "Nonviolent Resistance and Culture." <i>Peace &amp; Change</i> 37, no. 3 (July 2012): 444-70.</p> <p>Chenoweth, Erica and Maria Stephan. "Chapter Nine: Conclusion." <i>Why Civil Resistance Works. The Strategic Logic of Nonviolent Conflict</i>. New York City: Columbia University Press, 2011.</p>  |

## Details of Course Assignments:

### ***Participation in Course Activities and Evaluation Instruments (10%)***

You will be expected to participate actively in class discussions.

If serious personal issues (illness and other) prevent you from attending class, please let me know by email or phone message before class. You are expected to demonstrate your familiarity with the weekly readings by participating in class discussion. I will not count your contributions, but you should speak up with your knowledge and perspective at least once in class. Those who speak a lot are not necessarily those who know the most. Try to draw one another into conversation.

### ***Class Facilitation / Learning Curation (20%) –***

In groups each of you will be required to lead the class discussion of a pre-selected topic under the umbrella of 'Perspectives of Civil Resistance/Nonviolence'.

- These class facilitations will be **45-60 minutes** in length (you will be stopped at 60 minutes!) and be designed around the chosen theme and the **group-selected required readings** for that week (**readings due Week 8 – March 10, 2021**).
  - Eric has access to the scanner at Conrad Grebel if you are in need of assistance with distributing a book chapter. Copyright law (rather generally) allows one chapter of a text or 10% of a book to be distributed in university classes.

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- In order to help your classmates, prepare ahead of time for the discussion, you will post at least 4 questions (can be more) on the course LEARN page at least 48 hours before class-time. (Eric will post these in the Discussion Boards and Announcements)
  - These questions should not be just informational in nature but should be provocative and crafted so as to stimulate deep comprehension and analysis of the readings, as well as the development of personal opinion and response to the subject matter. You are encouraged to insert your own ideas into the questions, but they should relate to the readings. While some of your questions might focus on one reading, others should deliberately demand a comparison of the readings. The questions need not be long paragraphs; a couple of sentences should suffice. In the class itself, you will begin the discussion with a brief summary of the readings and some overall impressions, before drawing your classmates into discussion based on your posted questions
- Should you chose to present the material in an asynchronous or blended learning format, i.e. not on a Wednesday evening Zoom call, there are a number of possibilities. These can include using LEARN discussion boards, narrated presentation, video/film, podcast, handouts etc. Speak to Eric if you have ideas and he will try his best to make sure you have the resources to see your vision through.
- The utilization of creative and engaging visual aids – PowerPoint, Prezi, props, etc. – is encouraged. One purpose of this project is to develop your skills in visual, oral, and virtual presentations.

## **Nonviolent Conflict News Digest Report (15%) – Due Date: As per Sign Up Sheet – WEEKS 3-8**

*As time allows in class, we will discuss news stories, and so everyone is encouraged to look at the News (mainstream and alternative) each week.*

In this assignment you will summarize and report on a week's news regarding a present-day nonviolent movement in response to conflict. To complete this you will search media for a present-day story of nonviolent action and report briefly on it in class (10 minutes max.) or through a contribution to the course LEARN page. This will be followed by a short summary paper. There are a variety of media sources to search this. A few can be found here, but please feel free to add to this list!

- Waging Nonviolence: People-Powered News and Analysis - you can subscribe here to regular news by email: <http://wagingnonviolence.org/>
- Global Nonviolent Action Database: <http://nvdatabase.swarthmore.edu/>
- Rivera Sun: <https://www.riverasun.com/nonviolence-news/>
- M.K. Gandhi Institute for Nonviolence: <https://gandhiinstitute.org/nonviolencenow/>.
- The International Center for Nonviolent Conflict (ICNC) Resource Library: <https://www.nonviolent-conflict.org/resource-library/>
- Or, you might find a news story in a mainstream or alternative news source.

In your designated week you will choose at least 3 (can be more) news stories about which you will report and summarize to the class (preferably in real-time but this can be modified to use LEARN). *One course week after your report* you will submit a short essay (approx. 5 pages, 1250 words). *Choose stories that interest you, and that have an obvious nonviolent component or opportunity for analysis.*

Your class report and short essay should include:

- a brief summary of the events/conflict

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- analysis of how nonviolence is being used (or not used)
- your own thoughts about the potential for nonviolence in this situation; *I recognize that this will be somewhat speculative*
- your written essay should include citations and bibliography for the sources used

*Sign-up instructions will be given in the first week of classes.*

## **Podcast (20%) – Due Date: WEEK 7**

Record a podcast that focuses on nonviolence and civil resistance. The submitted podcast should be 25-30 minutes in length. The specifics of the subject matter are up to you and we will discuss this assignment in more depth in the first weeks of the semester. Some possibilities for the podcast include:

- Debate a friend about the merits of nonviolence and civil resistance.
- Interview someone in a civil resistance organization about their cause – or just highlight a cause
- Discuss a case study, and the ways in which civil resistance has been utilized in this context
- Present an oral history, or story, of an influential person in the field of nonviolence
- Interview someone in your family or friendship group about what they know about civil resistance

*Some Technical Resources:*

- The Podcast Host – How to Start a Podcast: Every Single Step for 2020.  
<https://www.thepodcasthost.com/planning/how-to-start-a-podcast/>
- NPR – Starting Your Podcast: A Guide For Students - <https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>

## **Research Paper and Proposal (35%)**

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|---------------------------|---------------------------|-------|
| <b>Proposal / Outline</b> | <b>Due WEEK 4</b>         | (5%)  |
| <b>Final Paper</b>        | <b>Due APRIL 14, 2021</b> | (30%) |

You will choose and write a research paper about a contemporary or historical 'case study' of nonviolent response/action in response to conflict. The paper will be based on secondary source research (books, journal articles etc.) and media reporting and analysis (newspapers, magazines, online news sources). The last week on Zoom will be used to share a brief presentation in class about your case study.

*Here are criteria for your paper:*

- Proposal (1 page) due on Week 4 should include the following: tentative title; one paragraph description of the proposed topic that defines the locale and time period if relevant; and 5 sources that you have found (can be books or articles or web or combination).
- The final paper should be approximately 20 pages (c.5000 words), excluding notes and bibliography, using Chicago style for citing sources.
- You will offer a creative and engaging sharing about your paper with the class on the last day.
- The paper should accomplish the following:
  - provide some basic information and context for your case study, ie. who, what, when, where
  - summarize the nature of the conflict
  - analyze how nonviolence was used as a principle and/or strategy in response to the conflict
  - evaluate the effectiveness of nonviolence in this case
  - summarize the perspective of media reporting and analysis of the events

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- You should utilize a combination of books, journal articles and media sources for the paper. You may use websites if they are applicable. Your bibliography must have at least twenty (20) distinct items. Ten (10) of these should be sources from mainstream or alternative media, such as newspapers, magazines, online news sources. If your topic doesn't lend itself well to this distribution of sources, talk to me. We will spend time in class learning how to find these sources.

Here is a sample listing of possible case studies to research. You may certainly propose your own idea. All topics must be approved.

- Danish resistance, World War Two
- Student civil rights movement, 1960s US
- Otpor, student movement in Serbia
- Czechoslovakia, Velvet Revolution, 1960s
- Idle No More, 21st century
- Occupy, 21st century
- Palestinian Intifada
- Philippines 'bloodless revolution', 1986
- Ukraine's Orange Revolution, 1990s
- Poland's Solidarity movement, 1980s
- Iranian revolution, 1979
- Cesar Chavez, California labour movement, 1960s
- Aboriginal movements in Canada and elsewhere
- Present-day Turkey
- Arab Spring, recent
- Tianamen square, China, 1989
- Anti-Pinochet movement in Chile, 1970s
- Anti-Apartheid in South Africa
- Anti-nuclear protest – ie. Greenham Common Peace Camp
- Sex Strikes, throughout history
- Dostal movement in Bosnia and Herzegovina
- Mothers of the Plaza de Mayo, Argentina, 1970s
- Women of Liberia
- Greenpeace or another environmental movement
- Animal rights movements arising from nonviolent principles

## **Organizational Websites:**

International Center for Nonviolence Conflict: <http://www.nonviolent-conflict.org/>

Waging Nonviolence: <http://wagingnonviolence.org/>

Albert Einstein Institution: <http://www.aeinstein.org/>

Global Nonviolent Action Database: <http://nvdatabase.swarthmore.edu/>

Nonviolence International: <http://nonviolenceinternational.net/>

M.K. Gandhi Institute for Nonviolence: <http://www.gandhiinstitute.org/>

Metta Center for Nonviolence: <http://mettacenter.org/>

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## IMPORTANT INFORMATION

### Research Support:

The library has also created a subject guide to help you carry out peace-related research. You can access this guide [here](#). If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

### The Writing Centre:

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

### Accommodation for Students with Learning Differences:

The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

### Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

#### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

#### Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

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- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## Accommodation for Illness:

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

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## Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

## Research Ethics at University of Waterloo

An overview of research ethics and requirements when working with human participants is available at the [Office of Research Ethics](#) website. It is important to familiarize yourself with research ethics if you are considering an independent research course or primary research as part of PACS 625.

## Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances](#).

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[Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

## Appeals

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

## Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

## Desire2Learn (D2L or LEARN) Learning Management System

This course will make use of LEARN. Required readings (those not contained within the three course textbooks) will be posted there. Important course announcements may be posted from time to time, so it is important that you check for updates. To access these announcements and make use of additional course resources posted in LEARN, go to <https://learn.uwaterloo.ca>. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). After you have successfully logged in, click on the PACS 201 link in the yellow "Courses and Communities" menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

## Turnitin®

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## Additional Considerations:

In academics, as in life more generally, what we get from an experience depends on what we put into it. Preparation for class (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

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When we come to this course prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that learning is a communal rather than a solitary endeavor, and that each one of us is a resource for everyone else in the learning process.

The subject matter covered by Peace and Conflict Studies courses is inevitably open to multiple interpretations. It is likely that you will not always agree with ideas presented in course readings, lectures, and discussions. This is a good thing, so long as you use disagreement as an opportunity to test and clarify your own ideas, and to develop an enhanced capacity to express where you stand in relation to others. What matters is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.