PACS 316/PHIL 329: Violence, Nonviolence, and War
Winter 2011

Monday and Wednesday, 1:00 p.m.–2:20 p.m.
Conrad Grebel University College, Room 1300
Prof. Nathan C. Funk

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Course Description

This course explores debates concerning the relative merits of violent and nonviolent strategies for pursuing high-value social and political goals, with particular emphasis on the need to engage and evaluate claims pertaining to the efficacy and contemporary relevance of nonviolent action. Students will critically examine a range of views, including political realism and just war theory as well as pacifism and various forms of nonviolent resistance. The following questions will guide our inquiry:

- Why have war and organized violence often been regarded as necessary evils or even as social goods?
- What interests and functions has war served? What are the moral, human, environmental, and financial costs of war?
- Under what circumstances can nonviolent methods of defending or advancing social and ethical values succeed in the face of determined opposition? To what extent can nonviolent strategies of social change or defence be substituted for violent strategies? Is social learning possible?

Course Objectives

By the end of the term, students in this course should be able to:

- Identify functions and dysfunctions of violence in contemporary societies and in world politics.
- Explain various moral and ethical positions pertaining to the use of violent sanctions by states and by non-state political movements.
- Demonstrate mastery of key concepts linked to nonviolence.
- Evaluate strategies for replacing organized violence with nonviolent action in instances of acute social and political conflict.
- Articulate a personal political philosophy or ethic concerning matters of war, violence, and peaceful change.
Course Requirements and Evaluation Criteria

15% Participation: Fifteen percent of your final grade will be based on the quality of your participation in class. Participation presupposes both attendance and preparation. It manifests through thoughtful engagement with class discussions and small-group activities.

20% Six Short Reading Responses: Twenty percent of your grade will be based on six short reading responses. These one- to two-page papers must be completed by the beginning of class on six out of eleven days for which readings are assigned. Each of your six reading responses should show engagement with all assigned readings, by providing one to three substantive “talking points” per chapter or article assigned.

Reading responses are intended to encourage active engagement with PACS 316 readings, while also providing you with an opportunity to “bring something to the table” by identifying themes you consider worthy of affirmation, deliberation, clarification, or debate. Please precede each talking point in your reading response with a single, italicized or bold-faced word or phrase that conveys the overall character of your response (for example, Affirm: ..., Question: ..., Qualify: ..., Clarify: ..., Wow!: ..., Had no idea: ..., Confused by this: ..., Inspired by this: ..., Not sure: ...). The commentary provided should go beyond mere summarization or reaction to the author’s writing style; each point should engage key claims or conceptual arguments from a particular author. Please include a reference to relevant page numbers for each entry.

Evaluation of reading responses will be based on a simple five-point scale. You are expected to submit your response papers electronically via the appropriate UW-ACE drop box (or by hard copy in the case of technological failure); please do not e-mail or fax response papers. Because these assignments are intended to elicit your thinking before class discussions, late reading responses cannot be accepted. If you submit more than six response papers, only your six best marks will be counted. (Note: Simple web browser incompatibilities are among the most common sources of technical difficulty for UW-ACE users.) Criteria for evaluation include: clarity of communication, substance (do the talking points address one or two peripheral issues, or do they go “to the heart of the matter” and engage central themes?), and scope (is there evidence of serious reading, or could the points have been composed after reading only one or two paragraphs?).

40% Course Project: Forty percent of your final grade will be based on a major course project. There are two options for completing this assignment. You are required to commit to one of these options by the third week of class:

- Option 1: Two Essays. Write two essays that apply concepts from class to a contemporary case of violent or potentially violent conflict. The first essay (5-6 pages; worth 20%) will analyze actual debates about perceived “pros and cons” of violence and nonviolence within a particular context of acute political conflict, in an effort to 1) trace specific stances to particular actors and constituencies, 2) clarify how these views developed, and 3) identify obstacles to and opportunities for nonviolent change efforts. The second essay (6-8 pages, worth 20%) will evaluate the applicability and/or limitations of nonviolent action or intervention methods to the conflict in question, taking into account your previous analysis of the conflict environment, prevailing views, and experiences associated with any previous nonviolent social change campaigns. Each essay should be typed and double-spaced, with one-inch margins and regular-size, 12-point font. More specific guidelines for these assignments will be presented in class; you may find it helpful to read from some of the resources identified in this syllabus under “Further reading” as you seek a specific focus. Due February 9 and March 30.
• **Option 2: Digital Project.** Up to three students or groups may complete this option. Rather than write traditional essays, students selecting Option 2 are expected to prepare one 5-7 minute electronic report suitable for uploading to Youtube, the Power of Peace Network, or a similar online forum. Team projects organized by students with diverse insights and experiences are welcome, provided that there is consultation with the course instructor over team composition and topic before the initiation of collaborative work. Meetings with “Digital T.A.” Eric Kennedy (ebkennedy@uwaterloo.ca) are strongly encouraged. In addition to an **electronic submission** that must be turned in by **March 30** and **screened in class** on March 30 or April 4, each project should include a 2-3 page report that offers the following:
  - title of project;
  - name(s) of student(s) submitting the project;
  - a crisp statement of the project’s intended purpose;
  - an explanation of the topic’s importance and relation to PACS 316 themes;
  - a description of 1) the primary audience for the report, 2) the means of distribution, and 3) possible uses (e.g., education, persuasion/advocacy);
  - an account of how responsibilities were divided and shared (if the project has involved more than one person);
  - a brief summary of the learning that resulted from the project;
  - a statement concerning how you would deal with any intellectual property issues raised by the project in the event of a “real world” release; and
  - additional thoughts and reflections about the significance and value of the project.

**25% Take-Home Final Exam:** The term will conclude with a comprehensive, take-home final examination. This exam will be in essay format, and will invite you to demonstrate 1) mastery of major course concepts and themes, and 2) ability to put a wide range of course materials (lectures, readings, class discussions, and videos) to work while articulating your own views and judgments.

Final exam questions will be provided during one of our final class sessions; your work will be due no later than Monday, April 11 at 4:30 p.m. (Conrad Grebel Reception Desk).

**Late Policy**

Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Funk well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5% (A becomes A-, B- becomes C+, etc.)
- Eight days to two weeks late: -10% (A becomes B, B- becomes C-, etc.)
- Fifteen days to three weeks late: -15% (A becomes B-, B- becomes D+, etc.)
- More than three weeks late: -20% (A becomes C, B- becomes D-, etc.)

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.
Appropriate Use of Laptops (and Other Gadgets)

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends.

Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don’t do it. Further details concerning the PACS 316 policy on laptops and other gadgets will be discussed on the first day of class.

UW Policies on Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. (Check www.uwaterloo.ca/academicintegrity/ for more information.)

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, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity (check www.uwaterloo.ca/academicintegrity/) to avoid committing an academic offence, and to take responsibility for his/her actions. 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, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Students with Disabilities

A note from the Office for Persons with Disabilities (OPD):

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.
Additional Considerations

As we progress through the course, please remember:

- 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.
- When we come to class 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 this course is inevitably open to **multiple interpretations**. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it motivates you to develop an enhanced understanding where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.
- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness behind them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

Required Texts


2) PACS 316 Course Packet. Available for purchase at Kinko’s, 170 University Ave. West. In the course schedule (see below), Course Packet readings are preceded by an “*”.

*Course texts will be made available at the reserve desk in Porter Library. Selections preceded by a “+” will be provided to students through UW-ACE or an internet URL.*
**Course Schedule**

**PART I: INTRODUCTION**

**Week 1 (Jan. 5): Meeting One Another and Defining Our Purpose**

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**Week 2 (Jan. 10 and 12): Confronting the Problem of Violence**

**Assigned reading:**

**Further reading:**

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Source: [www.rollins.edu/history/Web%20Pictures/Tiananmen%20Square%202.jpg](http://www.rollins.edu/history/Web%20Pictures/Tiananmen%20Square%202.jpg)
PART II: TRADITIONAL ARGUMENTS ABOUT POLITICAL VIOLENCE

Week 3 (Jan. 17 and 19): War as an Instrument of Politics

Assigned reading:

Deadline for declaring intent for Course Project (Option 1 or Option 2): Jan. 19

Further reading:

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Week 4 (Jan. 24 and 26): Just War Doctrine

Assigned reading:

Further reading:

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Week 5 (Jan. 31 and Feb. 2): Pacifism and Moral Objections to Violence

Assigned reading:

  - General Introduction (pp. xvii-xxii)
  - Part I (“Origins”)
    - “Preview” (pp. 1-3)
    - “Nonviolence in Eastern Philosophy and Religion” (pp. 4-22)
    - “Judaism, Christianity, and Islam” (pp. 23-40)
    - “From Apology and Crito”) (Plato, pp. 41-47)
  - Part IV (“Pacifism”)
    - “Preview” (pp. 173-175)
    - James (pp. 176-185)

Further reading:

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Source: www.blueofthesky.com/publicart/works/images/nonviolence/main.jpg
PART III: DEVELOPMENTS IN THE THEORY AND PRACTICE OF NONVIOLENCE

Week 6 (Feb. 7 and 9): Philosophical Bases of Nonviolence

 Assigned reading:

- Holmes, Nonviolence in Theory and Practice.
  - Part I (“Origins”)
    - Thoreau (pp. 48-63)
  - Part II (“Three Modern Philosophers of Nonviolence: Tolstoy, Gandhi, and King”)
    - Preview (pp. 65-68)
    - Tolstoy (pp. 69-76)
    - Gandhi (pp. 77-84)
    - King (pp. 101-113)
  - Part III (“Women and Nonviolence”)
    - “Preview” (pp. 115-118)
    - Bacon (“Women,” pp. 129-135)

First essay due (Option 1) on Feb. 9

Further reading:
- Martin Luther King, Jr., Why We Can't Wait (New American Library, 1963).

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Leo Tolstoy (Source: Wikipedia)
Corazon Aquino (Source: http://onlinewomeninpolitics.files.wordpress.com/2009/08/coryaquino.jpg)
Mohandas K. Gandhi (Source: nonviolence.ourproject.org)
Week 7 (Feb. 14 and 16): Principles and Methods of Nonviolent Action

Assigned reading:
  - Part IV (“Pacifism”)
    - L. Norman (“Peace through Strength,” pp. 214-218)
  - Part V (“The Practice of Nonviolence”):
    - “Preview” (233-236)
    - G. Sharp (“Nonviolent Action” and “The Technique,” pp. 247-255)
    - J. Duvall (“Liberation without War,” pp. 256-260)

Further reading:

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Feb. 21 and 23: No Class (Reading Week)

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Week 8 (Feb. 28 and Mar. 2): Dynamics of Nonviolent Action

Assigned reading:
  - Part VI (“Examples of Nonviolence”)
    - “Preview” (pp. 305-308)
    - Center for the Study of Conflict (“South Africa,” pp. 328-331)

Further reading:
PART IV: CONTEMPORARY DEBATES

Week 9 (Mar. 7 and 9): Does Nonviolence Really Work?

Assigned reading:

Further reading:
- Peter Ackerman and Christopher Kruegler, Strategic Nonviolent Conflict (Westport, CT: Praeger Publishers, 1994).
Week 10 (Mar. 14 and 16): Is War an Appropriate Response to Terrorism?

Assigned reading:

Further reading:

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Week 11 (Mar. 21 and 23): Can Nonviolence Help Transform Deep-Rooted Conflicts?

Assigned reading:
- Holmes, Nonviolence in Theory and Practice.
  - Part V (“The Practice of Nonviolence”)
    - Tenzin (“Satyagraha,” pp. 270-282
  - Part VI (“Examples of Nonviolence”)
    - Solomonow (“Living Truth,” pp. 358-360)
    - Awad (“Nonviolent Resistance,” pp. 361-72)

Further reading:
- Mahendra Kumar, Violence and Nonviolence in International Relations (Delhi, India: Thomson Press, 1975).
- Rebecca Spence and Jason McLeod, “Building the Road as We Walk It: Peacebuilding as Principled and Revolutionary Nonviolent Praxis,” Social Alternatives 21 (Autumn 2002), pp. 61-64.

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Week 12 (Mar. 28 and 30): Is There a Responsibility to Protect?

Assigned reading:


Major project (Second essay/Option 1 or Digital Project/Option 2) due on Mar. 30

Further reading:
- Conrad Grebel Review, special issue on International Criminal Court and the Responsibility to Protect, Vol. 28, No. 3 (Fall 2010).

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Week 13 (Apr. 4): How Can We Work for a More Peaceful Future?

Assigned reading:


Further reading:
- Mary King, Mahatma Gandhi and Martin Luther King, Jr.: The Power of Nonviolent Action (UNESCO, 1999).

Take-Home Final Exam Due by 4:30 p.m. on Monday, April 11 at the Conrad Grebel Reception Desk
Handle with care...