COURSE DESCRIPTION

In conflicts that are not amenable to solution merely through negotiation, mediation, or dialogue, participants are left with a choice of using either violent or nonviolent efforts to reach a solution. We are exposed to the nature of violent resolution of conflicts every time we listen to the news or read a newspaper. But the history, strategy, and tactics of nonviolent direct action are far less familiar to most people. This course Nonviolent Action from a Practitioner’s Perspective at the School of Peacebuilding will focus on nonviolent direct action both as a principled method of addressing conflict and as a strategy to balance power, raise awareness and move toward a transformation or resolution of social conflict in the Israeli Palestinian conflict. The course will place the use of nonviolent direct action within a variety of larger contexts: the cultural and historical setting of specific campaigns, the nature of social conflict, and the nature of social change and conflict transformation through my personal experience in Palestine.
PROFESSORS’ AVAILABILITY

I will be on campus immediately before or following class. Students are also welcome to meet me for lunch or dinner.

LEARNING OUTCOMES

While we can and do identify “outcomes” for the course, we find that the greatest value of exploring nonviolent direct action is “unexpected learning.” This type of learning, which is beyond the planning of either professors or students, occurs because our explorations challenge so many assumptions about the nature of our collective existence and actions and the possibilities for societal change. So the “outcomes” listed below are more “emphases” in the course than controlled goals subject to easy measure and evaluation. Possible course outcomes include:

- Gain a general understanding of the history and philosophy of nonviolent direct action in the Israeli Arab Conflict
- Beginning to learn about the strategy and tactics used and practiced during the Intifada in Palestine and how it started, all actions will be available to practitioners of nonviolence to comment
- Expanding students’ “connection” to active nonviolence by meeting activists, practitioners, and strategists
- Learning through case studies to analyze ways to create nonviolent power, to identify appropriate strategies and tactics for specific campaigns, and to develop plans for nonviolent direct action
- Learning to identify nonviolent action and critique strategy and tactics in major conflict
- Begin to articulate a personal philosophy and critique of nonviolence
- Lay a basis for developing an ongoing philosophy and practice of nonviolence
- Adding a spiritual component to your faith through nonviolent means
- The course does not provide training in nonviolent direct action, although many elements of the course are relevant to nonviolent training. Students who would like to become trained, nonviolent practitioners should consult with me to give them more details regarding training programs available at Nonviolence International and elsewhere

COURSE READINGS:

In addition to the books listed below, I may place bring books with me reading, or give handouts in class or send it by email. I will announce the specific readings as the class proceeds. All books below are available on amazon for the participants to order them directly.

Required Reading (subject to change):

Additional Fundamental Reading:
The course expects a familiarity with some fundamental readings in the theory and practice of nonviolence. I hope you have encountered this in your previous course work. I recommend that you read three fundamental sources if you have not already done so, although they are not in our required readings for the course. I base much of our discussion on them and they provide important critical perspectives and research models in Peace Studies.

- **Joan Bondurant, *Conquest of Violence***, chapters 1-3 in particular. This book is not only a seminal study of Gandhi’s work, but has provided one of the best analyses of the basic vocabulary of nonviolence (satyagraha, ahimsa, etc.). Chapter 3 provides one of the best critical models available for an analysis of a struggle, which will be invaluable for your paper.
- **Martin Luther King, Jr., *Why I Can’t Wait***. This brief book is not only some of King’s best writing, but a case study in the analysis of a nonviolent campaign from the inside. Read the book itself, not the excerpts in *Testimony of Hope*, which eliminates all the analysis of struggle and focuses on the religiosity.
- **Gene Sharp, *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential*** or **Gene Sharp, *The Politics of Nonviolent Action: Parts 1, 2 & 3, The Dynamics of Nonviolent Action***. Sharp is one of the finest analysts of nonviolent methods and his thoroughly pragmatic approach balances the religiously-based perspective of Gandhi and King. I will read Sharp’s book as part of the course, but his original, seminal work is more detailed and provides an additional models and methods of research that are of value for your presentation.

**COURSE REQUIREMENTS AND DEADLINES** (for credit)

**Assignment #1: PRE-COURSE – Book Review, Value 20%, Length: 4 pages, Due June 24, 2013**


**Assignment #2: GROUP PROJECT ON NONVIOLENT CASE STUDY, Value 35%, Due: During course.**

The major assignment for the course is a group oral presentation studying a current international or domestic conflict and the use of nonviolence in the context of the conflict. I will provide you with a list of conflicts from which each group must select one conflict as the subject of its project. I will ask you to form groups of 4-6 students to work on the same conflict, in which you will choose a leader/liaison to coordinate with me. Each group is responsible for fairly assigning work on different aspects of the conflict that can be combined for a final oral presentation.
Assignment #3: Class participation, Value 20%
Attend all classes, actively engage material, and participate in small groups, activities and discussion.

Assignment #4: Final Book Report, Value 25, Length 9 pages, Due date: Aug 9

Final Book Report (30%). Choosing from the books in the Required or Additional Reading list, or book(s) of your choosing (with instructor approval), this assignment entails 300 pages of additional reading. Write a comprehensive report on the reading, divided equally between a) critical summary of reading; b) your own evaluation of the relevance and coherence of the authors’ arguments/stories; c) your integration of the themes of the reading into themes of the course.

PROCESS FOR SUBMITTING AND RETURNING ASSIGNMENTS
Assignments can be submitted in person during the course or via email to the instructor, mubarakawad@gmail.com. The instructor will return marked papers via email.

COURSE STRUCTURE
The Course Schedule at the end of this syllabus is very brief and without specific readings for each class. I will try to bring books and reading materials for students, because the schedule needs to be very flexible. It will change to accommodate current events.

The Class Structure is also flexible and variable. I will sometimes give interactive lectures on topics related to nonviolence action in Palestine. I will ask questions about students’ personal thoughts regarding nonviolence and challenge their strategies of nonviolent action. I will readily meet with students to more fully answer their questions asked during lectures. Classes will emphasize engaging in discussion and exercises, as well as actively participating in debriefings and reports.

COURSE OUTLINE
I. Introduction
   a. Historical Context (Israel/Palestine)
b. From Hopeless Conditions to Skilled Action  (MEA Paper)

II. Application

a. Ground Rules (Activist)
b. Meeting and open discussions (Town Meetings)
c. Listening and action (Ideas from people and request)
d. Understanding fear and frustration (It can’t be done)
e. Promise nothing that can’t be done

III. Finding your own Cultural Nonviolence Experience

a. Daily life (common experience from general situations)
b. Ordinary people solving conflict
c. Tribal ways of defusing problems
d. Ways people and community reconcile
e. Religious and traditional beliefs (discussions with leaders and heads of families)

IV. Bringing Other Experiences

a. Nonviolent Movements around the World (books, materials, videos, documentation)
b. Sharing Knowledge (adaptation, working will)
c. Theories that work (Gandhi’s, King, Sharp and others..)
d. Tactics that work (Peace Churches in the West and their influence around the world)
e. Obedience and Participation

V. Planning

a. Communication
b. Motivating and Mobilizing
c. Public Narrative
   i. Unity
   ii. Action
   iii. Values

d. Creating Alternative

VI. Third Party and Support

a. Working with groups
b. Organization and funding
c. Opportunity for Negotiations
d. Sharing Knowledge
STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:


The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

EVALUATION

In general, I expect you to follow the guidelines of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, quality is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of plagiarism. If you have doubts about what is appropriate, a useful website is http://www.indiana.edu/~istd/. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>4.5</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>88-94</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>Criteria</td>
<td>A - Excellent</td>
<td>B - Competent</td>
<td>C - Below Expectations</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CONTENT</td>
<td>- has clarity of purpose</td>
<td>- has clarity of purpose</td>
<td>- has clarity of purpose</td>
</tr>
<tr>
<td>(quality of the information/ide</td>
<td>- has depth of content</td>
<td>- has substantial information and sufficient support</td>
<td>- lacks depth of content and may depend on</td>
</tr>
<tr>
<td>as and sources/details used</td>
<td>- displays insight or originality of thought</td>
<td>- contains some originality of thought</td>
<td>generalities or the commonplace</td>
</tr>
<tr>
<td>used to support them)</td>
<td>- demonstrates quality and breadth of resources</td>
<td>- uses quality resources</td>
<td>- has little originality of thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- uses mostly quality resources</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>- is coherent and logically developed</td>
<td>- is coherent and logically developed</td>
<td>- is coherent and logically (but not fully)</td>
</tr>
<tr>
<td>(logical order or sequence of</td>
<td>- uses very effective transitions</td>
<td>- uses smooth transitions</td>
<td>developed</td>
</tr>
<tr>
<td>the writing)</td>
<td></td>
<td></td>
<td>- has some awkward transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>- has virtually no errors of conventions</td>
<td>- has minimal errors of conventions</td>
<td>- is understandable but has noticeable problems of sentence structure, usage, mechanics</td>
</tr>
<tr>
<td>(appearance of the writing:</td>
<td></td>
<td></td>
<td>or documentation</td>
</tr>
<tr>
<td>sentence structure, usage,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mechanics, documentation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)</td>
<td>- is concise, eloquent and rhetorically effective</td>
<td>- displays concern for careful expression</td>
<td>- has some personality but lacks imagination and may be stilted and may rely on clichés</td>
</tr>
<tr>
<td></td>
<td>- has nicely varied sentence structure</td>
<td>- has some variation in sentence structure</td>
<td>- has little variation in sentence structure</td>
</tr>
<tr>
<td></td>
<td>- is engaging throughout and enjoyable to read</td>
<td>- is generally enjoyable to read</td>
<td>- is not very interesting to read</td>
</tr>
</tbody>
</table>

**NOTE:** The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

**FINAL DATE FOR WITHDRAWAL**

Final date to withdraw from this course without academic penalty is July 15, 2013.