

UWS 23B - Nonviolence: Theory and Practice (Fall 2013)

Class Meeting Times: Shiffman 120
Tuesdays (T) and Thursdays (R)
5 – 5:50 PM

Instructor: Matthew D. Linton
Office Hours: Rabb 248, T and R 4 - 5 PM
Email: linton@brandeis.edu

Course Description and Objectives

This course provides an overview of important nonviolent ideas and tactics emphasizing the 19th and 20th centuries. The course will begin with a unit on nonviolent resistance and democratic governance. In particular, it will focus on whether or not it is possible to nonviolently resist what John Stuart Mill called the tyranny of the majority and remain loyal to the aims of democratic governance. The second unit will examine the relationship between pacifism and nonviolence. Nonviolence is often equated with pacifism – though the former is a much broader category. Using the work of William James and J. Glenn Gray we will critically examine a series of acclaimed war films and analyze how nonviolent philosophy speaks to their major themes. The course will end with a research paper applying the philosophies and tactics covered in the first two units to a topic of your choice. The paper will incorporate primary and secondary source material to argue how nonviolent means or thinking could have shaped a historical or contemporary event or how the use of nonviolent means in a historical event was successful or unsuccessful.

Along with examining the history and philosophy of nonviolence, this course also aims at providing a primer to college-level writing. Students should come away from this course with an understanding of how to read academic texts, structure argumentative essays, and incorporate primary and secondary sources into their writing. This course will also teach students how to properly cite sources in the Chicago Style and compose an annotated bibliography. To teach writing, we will be drawing from Matthew Parfitt's *Writing in Response* and Brandeis University's *Write Now!* (a collection of former students' essays). We will also be relying on the Brandeis University Library and their staff for instruction on how to use and find library resources.

My hope is that this course gets you thinking about conflict –whether it be national, interpersonal, or within the self – in new ways. Nonviolence provides an alternative way of thinking to the violence and conflict that dictates many day-to-day relations. Taking the material presented in this course seriously can enrich your thinking of both historical and international conflict as well as your day-to-day personal interactions. Combined with the writing instruction offered in this course, I hope to provide you with a solid technical and intellectual foundation to build a successful and enjoyable college career upon.

Course Requirements

1) Class Attendance and Participation (20%)

Compared to many other courses you will take at Brandeis, this course will have few readings. With few outside readings, course attendance is particularly important because it will be the only avenue through which some of the course material is presented. To receive credit for this course you can have no more than **two (2)** absences. All absences must be excused either by the administration or a doctor's note. I reserve the right to assign additional work for either excused or unexcused absences as I see fit.

Classroom behavior and decorum will also be a component of your participation grade. Active participation entails speaking during class discussion, cooperating with others during peer review and group workshops, and showing up to class on time. Be respectful of others and their beliefs during class discussion and group work. Classroom bullying is against both university policy and the spirit of the class and will not be tolerated.

2) Essay #1: Close Reading of Henry David Thoreau's "Civil Disobedience" (15%)

The course's first essay due on October 3rd in class. The grade is split into the component parts of predraft assignments, first draft, and draft revision.

3) Essay #2: Lens Analysis of Pacifism and Nonviolence (20%)

The course's second essay due October 29th in class. For this assignment you will be given two lens options – William James' "The Moral Equivalent of War" and excerpts from J. Glenn Gray's *The Warriors* – and asked to use them to analyze a war film of your choice. The grade is split into the component parts of predraft assignments, first draft, and draft revision.

4) Essay #3: Research Paper (25%)

The course's final essay due on December 5th in class. For this assignment you will be asked to apply the nonviolent philosophies and tactics covered in the course to a topic of your own choosing. The grade is split into the component parts of predraft assignments, first draft, and draft revision.

5) Portfolio (10%)

On the last day of class you will be asked to hand in a portfolio containing all your written work from the class, including in-class journaling.

6) Peer Review (10%)

For the first draft of each essay you will be given another student's draft to peer review. Grade will be determined by the thoroughness of the review as well as handing it in on time.

Technology Policy:

I encourage the use of technology in the classroom, including laptops and tablets, as a way of aiding student note taking and information gathering. However, technology is not to be used in class for matters not pertaining to the class (Facebook, Twitter, Instagram, etc.) or to record lectures or student discussions. No cell phones should be used in class. I reserve the right to ban technology in the classroom outright if it is consistently abused.

General Rules:

All Brandeis students are expected to have read and be familiar with the university's policies on academic honesty (see <http://www.brandeis.edu/studentlife/sdc/ai>). Instructors may refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in penalties varying from failing grades being issued, educational programs, suspension, and other sanctions.

No late assignments will be accepted without the prior agreement of the instructor and/or the submission of a valid written explanation. Course overload and work duties are not acceptable excuses for late assignments or failure to participate fully in other class activities. Late papers will be marked down a letter grade for each day they are late, weekends included.

If you are a student with a documented disability on record at Brandeis University and wish to have reasonable accommodation made for you in the class, please see me as soon as possible.

Any part of the syllabus is subject to change at the discretion of the instructor. Please refer to LATTE for course updates, as well as emails sent by the course instructor. **Syllabus confusion is not a valid excuse for late assignments.**

Required Reading:

The following essay collection is available for purchase at the campus bookstore or online:

Robert L. Holmes and Barry L. Gan (eds.), *Nonviolence in Theory and Practice* 3rd edition (Long Grove, IL: Waveland Press, Inc., 2012).

Assignments from the above reading will be marked in the course syllabus under "Reading Assignment" and on LATTE. All other required books and articles, as well as the syllabus, in-class handouts, and optional readings are available online. Reading assignments from LATTE will be marked on the syllabus as LATTE.

For those interested, I will post non-required articles, videos, and sound clips on LATTE under "Optional Reading". This work will not be required, but can be used as some of the material for your final research paper (though not the only research). Optional readings **CANNOT** substitute for regular class attendance or required reading or writing assignments.

Unit #1: Nonviolence and the Promise of Democracy

Week #1:

08/29 (R)

- In Class: Intro to writing and seminar topic; diagnostic writing

Week #2:

09/03 (T)

- Reading Assignment: General Introduction in Holmes/Gan (xvii-xxiii); excerpts from Plato's *Crito* (53-54).
- Writing Assignment: None
- In Class: Go over syllabus; high/low diction; what is nonviolence?

09/05 (R)

- *No Class: Rosh Hashanah*

Week #3:

09/10 (T)

- Reading Assignment: Thoreau's "Civil Disobedience" (48-65); Letter to a Hindu (LATTE)
- Writing Assignment: None
- In Class: Introduction to Close Reading assignment; what makes a good college essay?; discussion of nonviolence and citizenship

09/12 (R)

- Reading Assignment: Thoreau's "Civil Disobedience"; Parfitt Chapters 1 & 3
- Writing Assignment: Predraft 1.1: Annotating "Civil Disobedience"
- In Class: Close reading of sources; crafting a thesis statement; building an introductory paragraph

Week #4:

09/17 (T)

Brandeis Thursday

- Reading Assignment: "Elements of the Academic Essay"; close reading essays in *Write Now!*
- Writing Assignment: Predraft 1.2: Draft of Thesis Statement for Close Reading Assignment
- In Class: Peer thesis editing workshop; writing the first draft of a college essay

09/19 (R)

Sukkot – No Class

Week #5:

09/24 (T)

- Reading Assignment: None
- Writing Assignment: **Draft of Essay #1 Due** with cover letter.
- In Class: Discussion about nonviolent resistance and democratic citizenship; peer review.

09/26 (R)

Shmini Atzeret – No Class

Week #6:

10/01 (T)

- Reading Assignment: Parfitt Chapter 6; Gandhi “Satyagraha: Congress Report on the Punjab Disorders” (Holmes/Gan, 83-88)
- Writing Assignment: Peer Reviews to Your Reviewee
- In Class: Peer review conferences; class discussion on common draft problems

10/03 (R)

- Reading Assignment: None
- Writing Assignment: **Revision of Essay #1 Due** with revision cover letter
- In Class: Final discussion of nonviolence and democracy; nonviolence in the eastern and western traditions; what are the limits of nonviolence?

Unit #2: Pacifism and Nonviolence

Week #7:

10/08 (T)

- Reading Assignment: William James’ “The Moral Equivalent of War” (Holmes/Gan, 176-186); excerpts from J. Glenn Gray’s *The Warriors: Reflections of Men in Battle* (Holmes/Gan, 205-214)
- Writing Assignment: None
- In Class: Discussion on pacifism and nonviolence; how are the James and Gray readings similar to and different from Thoreau’s “Civil Disobedience”?

10/10 (R)

- Reading Assignment: Jesse Wallace Hughan’s “Pacifism and Invasion” (Holmes/Gan, 219-233)
- Writing Assignment: None
- In Class: Understanding and applying a lens text; critical film watching

Week #8:

10/15 (T)

- Reading Assignment: Watch one of the assigned films (either *Apocalypse Now!*, *The Thin Red Line*, *The Hurt Locker*, or *The Deer Hunter*)
- Writing Assignment: Predraft 2.1: Annotating and outlining your lens text
- In Class: Discussion of Predraft 2.1 in groups; understanding thesis and motive in a lens text

10/17 (R)

- Reading Assignment: Watch one of the films; read sample lens essays from *Write Now!*
- Writing Assignment: Predraft 2.2: Composing an Introductory Paragraph
- In Class: Introduction strategies; using quotations; group discussion on sample lens essays

Week #9:

10/22 (T)

- Reading Assignment: None
- Writing Assignment: **Draft of Essay #2** with cover letter
- In Class: Chicago Style citation formatting workshop; common sentence-level problems

10/24 (R)

- Reading Assignment: Parfitt Chapter 7
- Writing Assignment: Peer Reviews to your reviewees
- In Class: Peer review workshop; discussion of common draft difficulties

Week #10:

10/29 (T)

- Reading Assignment: None
- Writing Assignment: **Revision of Essay #2** with revision cover letter
- In Class: Final discussion of pacifism and nonviolence; introduction to unit 3

Unit #3: Case Studies of Nonviolent Philosophies and Tactics

10/31 (R)

- Reading Assignment: Gene Sharpe's "Nonviolent Action: An Active Technique of Struggle" (Holmes/Gan, 255-267); Martin Luther King Jr.'s "Why I Oppose the War in Vietnam" (listen or read on LATTE)
- Writing Assignment: None
- In Class: Framing a research question; what is a research paper?

Week #11:

11/05 (T)

FLIP Session – Meet in Library

- Reading Assignment: Independent research on paper topic; library research guide
- Writing Assignment: Library tutorial
- In Class: Library session on available resources

11/07 (R)

- Reading Assignment: Independent research on paper topic
- Writing Assignment: Prepare a brief presentation on your research topic
- In Class: 5 minute (or less) presentations on research topics

Week #12:

11/12 (T)

- Reading Assignment: Independent research on paper topic
- Writing Assignment: Predraft 3.1: Research proposal
- In Class: Workshop research proposals; how to combine evidence and analysis

11/14 (R)

- Reading Assignment: Research essays from *Write Now!*, Parfitt 362-371
- Writing Assignment: None
- In Class: Interweaving multiple sources in *Write Now!* essays; building an annotated bibliography

Week #13:

11/19 (T)

- Reading Assignment: Independent research on paper topic
- Writing Assignment: Predraft 3.2: Annotated Bibliography
- In Class: Research paper difficulties; what counts as a scholarly source?

11/21 (R)

- Reading Assignment: None
- Writing Assignment: **Draft of Essay #3** with cover letter
- In Class: Essay structure; paragraphing; audience and tone; title workshop

Week #14:

11/25 (M)

Brandeis Thursday

- Reading Assignment: Peer Review paper
- Writing Assignment: Peer Reviews to your reviewees
- In Class: Draft workshop focusing on integration of sources and analysis, thesis, topic sentences, and introductions.

11/26 (T)

- Reading Assignment: None

- Writing Assignment: Predraft 3.3: Reverse Outline
- In Class: Conclusions; quotation and plagiarism workshop (if necessary)

11/28 (R)

Thanksgiving Break – No Class

Week #15:

12/03 (T)

- Reading Assignment: None
- Writing Assignment: None
- In Class: Overview of course and discussion of its major themes; course evaluations

12/05 (R)

- Reading Assignment: None
- Writing Assignment: **Revision of Essay #3** with revision cover letter
- In Class: Brief reports on research essays; discussion of why I'm your favorite teacher
LAST DAY OF CLASS

After the Semester:

12/12-12/19 FINALS WEEK

Pick up your portfolios and final grades at my office on 12/14 or 12/15