

PJCS 313: Violence/Nonviolence
Goshen College
Fall 2007
Tuesdays and Thursdays @ 11:00-12:15
Wyse 319

Course Information

Instructor: Dean Johnson, Assistant Professor of Peace, Justice and Conflict Studies, Special Assistant to the Provost, and Assistant Dean
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Office hours: Monday & Wednesday 1:00-3:00pm, Tuesday & Thursday 9:00-11:00am & 1:00-2:00pm, and by appointment

Course Description

Although highly interconnected the nature, causes and types of violence are seldom brought into conversation with the theories/philosophies/theologies of nonviolence. This course will be an interdisciplinary study of violence and nonviolence. Violence is a web connecting interpersonal, structural, and institutional relationships. Nonviolence is both a political tactic/strategy and a life-style/vocation. Students will become aware of issues of power, privilege, white supremacy, race, gender and imperialism and the interconnection of these ideas with issues of hope, fear, violence and nonviolence.

A note about the course: The readings and other materials utilized in this course contain explicit violence, sexual brutality, and at times offensive language. We want to promote a healthy classroom environment. A healthy classroom environment promotes safe spaces for people to talk about the issues and feelings created by the course materials. Those who have experienced violent trauma in their lives or who are finding the materials difficult to read should talk with the professor and/or Counseling Services. Counseling Services can be reached by calling x7474 or by stopping by the Recreation-Fitness Center.

Course Objectives

- § To become familiar with the theories, theologies, philosophies, beliefs and practices of nonviolence.
- § To become familiar with the theories explaining and the causes of violence.
- § To become aware of the ongoing issues of white supremacy and imperialism.
- § To critically reflect upon the theories and concepts raised in class.
- § To articulate one's own understanding of the use of force, violence, and/or nonviolence.
- § To overcome what has been identified as "willful and deliberate ignorance" and apathy of assistance.
- § To gain an understanding of violence as more than a behavioral trait that individuals and communities must work to overcome, but as an instrument of power for the privileged to disempower people, especially women, persons of color and sexual minorities.
- § To gain an understanding of nonviolence as both a political tactic and strategy as well as a life-style/vocation.

Required Texts (everyone)

Sharp, Gene. *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential*. Boston: Extending Horizons Books, 2005.
Scheper-Hughes, Nancy and Philippe Bourgois, eds. *Violence in War and Peace: An Anthology*. Malden: Blackwell Publishing, 2004.
Waller, Marguerite, R. and Jennifer Rycenga, eds. *Frontline Feminisms: Women, War and Resistance*. New York: Routledge, 2001.

Required Text (select one based on small group)

- Alinsky, Saul. *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books, 1971.
- Churchill, Ward. *Kill the Indian, Save the Man*. San Francisco: City Lights Books, 2004.
- Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press, 2004.
- hooks, bell. *Killing Rage: Ending Racism*. New York: H. Holt and Co., 1995.
- Lincoln, Bruce. *Holy Terrors: Thinking About Religion After September 11*. Chicago, IL: University of Chicago Press, 2003.
- Roy, Arundhati. *An Ordinary Person's Guide to Empire*. Cambridge: South End Press, 2004.
- Segrest, Mab. *Memoir of a Race Traitor*. Cambridge: South End Press, 1994.
- Talapade Mohanty, Chandra. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press, 2003.
- Weisel, Elie. *Night*. New York: Hill and Wang, 2006.
- Wink, Walter. *The Powers That Be: Theology For a New Millennium*. New York: Galilee/Doubleday, 1998.

Additional Readings

- Churchill, Ward. "The Ghosts of 9-1-1" available on-line at <http://coloradoaim.org/Wardchurchillghostsof911.htm>.
- Johnson, Dean J. "Questions for the Movement: Property Damage as a Tactic in Nonviolent Actions" in *Quaker Theology* (Vol 10). Spring-Summer 2004. Available on-line at <http://www.quaker.org/quest/issue-10-johnson-01.htm>.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack" available on-line at <http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>.
- Said, Edward. "Clash of Ignorance" in *The Nation* (12 October 2001) available on-line at http://www.ecapc.org/articles/SaidE_ClashIgnorance.asp.

Learning Experiences/Course Requirements

- 1) Attend and actively participate in all class sessions and activities.
- 2) Read all assigned readings. Specific readings have been designated.
- 3) Post regular Two Questions & Two Points.
- 4) Participate in small group conversations on-line and in class. Groups will be assigned randomly by the professor.
- 5) Take two examinations (mid-term and final).
- 6) Participate in small group presentation and class facilitation of a case study. Groups and topics will be chosen by the students.
- 7) Choosing an assignment students will either participate in Study Circles, review designated films or create their own assignment reflecting on theories of violence and a theory/philosophy/theology of nonviolence.
- 8) Choosing a theory of violence and a theory/philosophy/theology of nonviolence students will interpret a recent event.

Moodle

Currently Goshen College uses Blackboard as its content management provider. Blackboard charges every institution ten-of-thousands of dollars for software and support. Goshen College is evaluating a commonly used open source program called Moodle. According to Moodle.org: "Moodle is a course management system (CMS) - a free, Open Source software package designed using sound pedagogical principles, to help educators create effective online learning communities. You can download and use it on any computer you have handy (including webhosts), yet it can scale from a single-teacher site to a 50,000-student University. This site itself is created using Moodle, so check out the Moodle Demonstration Courses or read the latest Moodle Buzz." This class is one among several this semester testing the software. Instead of using Blackboard, you will need to login to <http://moodle.goshen.edu>. To login use your GC username and password.

Projects

Evaluation and final course grade will be based on the accumulation of points earned through the following:

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| 1) Participation, Attendance & Course Evaluation | 25% |
| 2) Two Questions & Two Points | 05% |
| 3) Online & Small Group Discussion | 10% |
| 4) Midterm and Final Examinations | 20% |
| 5) Book Presentation | 10% |
| 6) Diversity Circles/Film Reviews/Student Selected Assignment | 15% |
| 7) Violence/Nonviolence Analysis | 15% |

Participation, Attendance & Course Evaluations

- A) Attendance and participation (22%) will be based upon promptness and consistency of attendance, contribution to collaborative learning, and evident effort. If one attends regularly, reads the materials and participates this should not be a problem. Participation means adding to class discussion beyond small group interactions. When evaluated everyone is given a basic grade of 80% and moves up/down based on engagement. Students are allowed two unexcused absences from class before their grade is impacted negatively. After two absences a student's final grade will lose 5% for each unexcused absence. Required field trips for other classes and athletics are excused, however students who miss classes for these reasons forfeit their unexcused absences. I am a fairly reasonable guy, if you need to miss class let me know ahead of time and we will likely be able to work something out.
- B) Course Evaluations (3%) will be required at the end of the course. Those failing to complete the online course evaluation will lose 3% of their overall grade.

Two Questions & Two Points

By no later than 9pm the evening before class students will post two questions and two points (5%) for the following day's session in the online journal in Moodle. Students should also bring a copy of the points and questions to class. Students will use these questions and points to talk with a classmate about the day's readings/topic. Evaluation of the questions and points will be credit/no credit based on timeliness and the integrity of posts.

Online & Small Group Discussion

Three online and in class small group discussions (10%) will take place over the course of the semester (**09/13, 10/07, 11/15**). Students will be assigned by the professor to a group of three or four for both the online and in class time. The purpose of the discussions is to raise questions and critical points about the topics discussed in class up to that point. Students should feel free to respond to one another online or in the in class conversation time. The professor will structure in class discussion around some of the points raised by all the groups. Students are asked to post to the group discussion by midnight two days prior to the in class conversation (**09/11, 10/09, 11/13**).

Midterm and Final Examinations

Midterm and Final Examinations (20% total or 10% each) will be held on **10/11 & 12/06**. The exams will not be all inclusive. The midterm exam will cover materials through midterm and the final will cover materials encountered after midterm. Exams will be written (containing 5-8 questions) and use the entire class time.

Book Presentation

Students will work in self-selected small groups of 2 or 3 on a book presentation (10%). Students should give a brief biography of the author. Students should prepare a handout of no more than one page outlining the main ideas from the text they have chosen as a group. Utilizing course materials and class discussions the group should give a theoretical analysis of the book. Once the outline and analysis have been presented the group should take questions and lead the class in discussion. Students will have up to 30 minutes for their

presentations. In addition to handing in the biography, an outline and an analysis of the text as a group, each group participant should hand in no more than one page answering the following questions:

- The grade I deserve for this project is ____ and this is why.....
- The grade my each of my colleagues deserves for this project is ___ and this is why.....

Students will be graded on originality of presentation (20%), quality of presentation (40%), individual grade evaluations (15%) and collegial grade evaluations (15%). **Due the day of the presentation.** The document should be submitted through Moodle and named with your first name, two initials and “bookpres.” For example, mine would be “deanjjbookpres.doc.” Remember to annotate any references.

Diversity Circles/Film Reviews/Student Selected Assignment

A) Diversity Circles (15%)

This fall, the Multicultural Affairs Office is sponsoring **Ethnic Diversity Circles**, the core being six two-hour sessions based on a recently developed guide on race relations from the Study Circles Resource Center: *Facing Racism in a Diverse Nation*. (<http://www.studycircles.org/en/Resource.91.aspx>) Circles will be co-facilitated by a team of two students and/or community members who have participated in, or co-facilitated, circles and had a training session early September. Participation brings reflection and discussion on personal experiences and other aspects of racial identity and race relations. Circles also consider inequalities in society and address aspects of campus life, in order to recommend action steps as a group. The process can be valuable both to course content and future work in any number of fields.

Participation means about 16 hours of meetings with a group. In addition, upon completion of the study circles students will be required to write a 4-5 page response. The response should include:

- How the overall experience has impacted you.
- What the study circles have taught you about violence and nonviolence.
- How race, class, gender and sexual identity relate to one another.

The document should be submitted through Moodle and named with your first name, two initials and “studycircles”. For example, mine would be “deanjjstudycircles.doc.” **Due no later than 5pm 11/08.** Remember to annotate any references.

B) Film Review(15%)

The media and popular culture feed our understandings of violence and alternatives to violence. Students will watch and engage in three films (one from each column below). The reviews should be an academic engagement and not just an opinion of one’s like or dislike for a movie. Film reviews should include a brief (1-2 paragraphs) summary of the film and address the following questions:

- How does the film present violence and/or alternatives to violence? What argument is being made about the justification for the event? In other words what is the director’s agenda?
- Who is the intended audience?
- When was the film shown in theaters? What was going on politically at that time?
- Does the film call into question any of the theories we have discussed in class to this point?
- How are ethical dilemmas handled?
- How are race, class, gender and sexual identity addressed in the film?

Reviews should be no less than 3 pages and no more than 5 pages. Reviews should be consolidated into one document before submission. The document should be submitted through Moodle and named with your first name, two initials and “filmreviews”. **Due no later than 5pm 11/08.** For example, mine would be “deanjjfilmreviews.doc. Remember to annotate.

<p><i>Choose one film from each column. Movies should be available at local libraries or video stores. Groups of students may also borrow the films from Dean. Due to the graphic content in these films it is recommended that students watch them in groups so that come processing may occur.</i></p>		
Gandhi Malcolm X Schindler's List Hotel Rwanda	American History X Higher Learning Once Were Warriors Crash	Goodwill Hunting Boyz n the Hood

C) Student Designed Project (15%)

Given that everyone learns differently and has various sets of talents students may design their own assignment in conversation with the professor. These projects may include, but are not limited to the following: research papers, works of art, music compositions, etc. Student should consider this as a 16-20 hour project. **Due no later than 5pm 11/08.**

Violence/Nonviolence Analysis

At the end of the semester students are asked to critically examine a current event utilizing a theory of violence and an understanding of nonviolence (15%) from class. The analysis should be no more than 7 pages and no less than 5 pages. Students should give a brief background (maximum of 1 page) on the current event spending a majority of the paper discussion it in terms of theories from class. The theoretical analysis should be turned in **no later than 5pm on 12/06.**

Grading, Academic Integrity, Disability Accommodations, and Inclusive Language

1) Grading scale:

Grade	Percentage	Quality Points
A Excellent	Above 92	4.0
A-	90-92	3.7
B+	87-89	3.3
B Very Good	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C Satisfactory	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D Unsatisfactory but Passing	63-66	1.0
F Failing	Below 63	0

2) Grading criteria:

This is a 300 level course. Your grades are determined by the following scale:

- a. "C" work in this course will be assigned by meeting the basic elements of the assignment. "C" work demonstrates that the student understands the material and can engage the material in an adequate way. If the assignment is legible and coherent then it will receive at a minimum a "C."
- b. "B" work will show an improvement over the standard of "C" in one of the following ways: depth and originality of insight or quality of writing in terms of clarity, artfulness, concision, and organization.

- c. "A" work will show improvement over "B" work in more than one of the following ways: depth and originality of insight; quality of writing in terms of clarity, artfulness, concision, and organization; and exceptional depth of engagement with course materials and practices.
 - d. "D" and "F" work will not meet the standard of "C" in one or more of the following ways: scanty or glancing engagement with class readings and practices; glaring grammatical, spelling, or organizational issues; failure to address one or more elements of the assignment; failure to document sources adequately.
- 3) All work is due at the beginning of the class period for which it is assigned, unless otherwise indicated. 5% will be deducted for the first 24 hours of lateness and 10% for every 24 hours up to 120 hours (1-5 days). No work will be accepted later than five days.
 - 4) Students are expected to uphold the Goshen College Standards of Academic Integrity found in the online Student Handbook <http://www.goshen.edu/edtech/stuhandbk.htm>. Violations of these guidelines include: plagiarism, cheating on assignments or exams, falsification of data, submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned, depriving others of necessary academic sources, and sabotaging another student's work. All violations will be taken seriously and acted upon based on the guidelines set out by the college. **This means all work should be bibliographic citation. Works that do not use proper citation are considered plagiarized and will be reduced by a minimum of 15%.**
- In addition, papers you submit in this course will be checked for plagiarized material copied from the web, other student papers, and selected on-line databases. Cases of plagiarism are reported to the Associate Dean. Penalties for plagiarism are listed in the college catalog and range from redoing the assignment to dismissal from the college.
- 5) Statement Regarding Disability Accommodations - Goshen College wants to help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the instructor or the Director of the Academic Support Center, Lois Martin, early in the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the Academic Support Center, KU004, x7576, lmartin@goshen.edu. All information will be held in the strictest confidence. The Academic Support Center offers tutoring and writing assistance for all students. For further information please see www.goshen.edu/studentlife/asc.php.
 - 6) Students are expected to follow the Goshen College Commitment to Inclusive Language and guidelines found in the online Sexuality Packet <http://www.goshen.edu/studentlife/sexuality/inlang.shtml>. Thus, student work should be free of racist, sexist and ageist language. Students refusing to use inclusive language as set by the college guidelines and suggestions will have their grade impacted negatively.

Statement of Diversity

It is my hope and intention that all students, regardless of background or perspective, feel safe and a sense of dignity in my classes. The diversity and perspectives that each student brings to class is viewed as an important resource from which everyone can benefit. All participants are on a journey which is informed by their background, social location, and developmental location giving each person a different perspective. I hope to offer materials and exercises that represent a variety of diverse perspectives and that are respectful of diversity with regard to race, ethnicity, gender, sexual orientation, age, culture, perspective, socioeconomic status, ability, religion, and other background characteristics.

Calendar

Getting Started

August 28 Introduction to course
August 30 Introduction Readings – Definitions & Conflicting Discourses
Scheper-Hughes and Bourgois, 1-5; Waller and Rycenga, xiii-xxiii; Sharp, 2-5, 13-23

Nonviolence: Framework & Tools

September 04 Sharp, 25-65
September 06 In-class Video: A Force More Powerful Part 1
No Two Questions & Two Points Due

Structural Violence: Narratives, Language and Social Controls

September 11 Scheper-Hughes and Bourgois, 207-216, 272-274, 339-342, 354-362, 365-368;
Waller and Rycenga, 37-40, 85-112

Remember to post discussion questions by midnight.

September 13 *Discussion Day*
**Indication of Choice among Study Circles, Films Reviews, or
Student Designed Assignments Due by 5pm via Email**
No Two Questions & Two Points Due

Structural Violence: Recognizing Privilege--Willful Ignorance and Whiteness

September 18 Scheper-Hughes and Bourgois, 91-100, 297-300; Churchill, “The Ghosts of 9-1-1”
available on-line at <http://coloradoaim.org/Wardchurchillghostsof911.htm>; McIntosh,
“White Privilege: Unpacking the Invisible Knapsack” available on-line at
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>
Group Presentation “Memoir of a Race Traitor”

Nonviolence: Framework & Tools

September 20 Sharp, 359-386

Nonviolence: Framework & Tools and Structural Violence

September 25 Sharp, 387-421
Group Presentation “Killing Rage”

Case Study – Gender/Sex and Violence

September 27 Waller and Rycenga, 57-74
Video – Wrestling with Manhood

October 02 Waller and Rycenga, 275-297; Scheper-Hughes and Bourgois, 244-252
Group Presentation “The Curious Feminists”

October 04 Waller and Rycenga, 23-36, 57-74, 141-158, 371-384;
Scheper-Hughes and Bourgois, 79-82
Group Presentation “Feminism Without Borders”
Remember to post discussion questions by midnight 10/07.

October 09 *Discussion Day*
No Two Questions & Two Points Reflection Due

October 11 **Midterm Exam**

- Interpersonal Violence*
- October 18** Waller and Rycenga, 3-16, 41-55; Scheper-Hughes and Bourgois, 269-271, 301-307
- Case Study – Conquest and Colonialism*
- October 23** Scheper-Hughes and Bourgois, 74-76, 229-235
Video – Rabbit Proof Fence (Start)
Group Presentation “Kill Indian, Save the Man”
- October 25** Video – Rabbit Proof Fence (Concluded)
No Two Questions & Two Points Reflection Due
- Nonviolence: Framework & Tools*
- October 30** Sharp, 433-467; Waller and Rycenga, 159-172
Group Presentation “Rules for Radicals”
- November 01** Johnson, “Questions for the Movement” available on-line at
<http://www.quaker.org/quest/issue-10-johnson-01.htm>.
- Case Study – Genocide*
- November 06** Scheper-Hughes and Bourgois, 101-108, 118-120, 129-135, 136-143, 437-442
Group Presentation “Night”
- November 08** Video – Oprah Interview with Elie Wiesel at Auschwitz.
No Two Questions & Two Points Reflection Due
Study Circles, Films Reviews, Student Designed Assignments Due by 5pm
- Nonviolence: Framework & Tools*
- November 13** Sharp, 469-524
Group Presentation “Ordinary Peoples Guide”
Remember to post discussion questions by midnight.
- November 15** **Discussion Day**
No Two Questions & Two Points Reflection Due
- Case Study – The War on Terror*
- November 20** Scheper-Hughes and Bourgois, 215-223, 224-226 (10 pages)
Group Presentation “Holy Terrors”
- Nonviolence: Framework & Tools*
- November 27** Sharp, 525-541
Group Presentation “The Powers That Be”
- November 29** Review/Make-up Session
- December 06** **Final Exam – 10:30 am**
Theoretical Analysis Due by 5pm