

**Kansas State University**  
**WOMST500/DAS450 - Introduction to Nonviolence Studies**  
**Spring, 2006 – 2:30 – 5:20 Leasure 112**

Cia Verschelden  
Office: 226 Anderson Hall

Phone: 532-5712; e-mail: [cia@ksu.edu](mailto:cia@ksu.edu)  
Office Hours: by appointment

### **COURSE DESCRIPTION**

In this course, we will learn about the theory and practice of nonviolence as a method of social change and as a way of life. We will attempt to engage our intellects, our spirits, and our bodies in the consideration of violence and nonviolence from dynamics that occur within our own minds and souls to those that affect the future of the Earth and its many life forms. We will share with each other from our own lived experiences and we will listen to the wisdom of people who have practiced nonviolence in their lives and work.

### **STUDENT LEARNING OUTCOMES**

At the completion of Introduction to Nonviolence Studies, students should be able to:

- Communicate an understanding of the theory and practice of nonviolence and historical examples of its application.
- Analyze possible gender differences in views and actions related to peace/war, violence/nonviolence, creation/destruction, etc.
- Apply holistic thinking to human issues ranging from local to global.
- Demonstrate the ability to think critically about local-to-global issues related to violence/nonviolence, equality/inequality, justice/injustice, balance/imbalance, etc.
- Articulate soundly reasoned views and opinions to the class and within small groups.
- Demonstrate the ability to listen consciously and respectfully to the views and opinions of other speakers in the class.
- See, explain, and critically analyze the relevance of the course topic to “current events.”
- Integrate course content into life experience to form a personal philosophy related to nonviolence.

### **EXPECTATIONS FOR INSTRUCTOR**

I will follow the course outline as closely as possible and will notify you of modifications in the outline if needed. I will attempt to create and maintain a classroom atmosphere in which you feel free to express your views, while remaining sensitive to the needs of others and to the need to address adequately each course topic. Students often disagree about the ideal amount of time that should be given over to lecture as opposed to discussion. Please participate in discussions while being sensitive to the constraints imposed by class size and the need to cover course material. I will interrupt discussion 1) when it seems to me that one person is dominating discussion at the expense of others and/or 2) when I think that we might not cover a course topic adequately if discussion is not limited.

The specific times that I am in my office vary from day to day. It will be most efficient for you to make an appointment with me; contact Debi ([dwahl@ksu.edu](mailto:dwahl@ksu.edu), 532-5712) for an appointment or e-mail me at [cia@ksu.edu](mailto:cia@ksu.edu) if you have questions/comments.

### **EXPECTATIONS FOR STUDENTS**

Students should inform me by phone or e-mail if they will miss class and why and get notes and other class information from a fellow student.

In addition to the obvious--reading assignments before they are discussed in class and contributing to class discussions--I appreciate straightforward feedback from you regarding how well the class is meeting your needs. Let me know if material is not clear or when its relevance to the student learning outcomes for the course is not apparent (or when you're bored out of your mind!).

It is also expected that class participants will treat classmates with respect, avoiding contentious arguments, and observing the rules of confidentiality regarding personal information shared in class.

## **CLASS FORMAT**

Class sessions will consist of group work, input from instructor and other speakers, various media input, and small group and class discussion. Students are expected to be active class participants, sharing personal experiences, contributing ideas generated by assignments, and expressing views based on independent study and reflection.

## **ASSESSMENT OF STUDENT LEARNING**

### **Current Events** (100 points)

Three times throughout the semester, bring into class some article from the “media” that you perceive is relevant to the course content. Along with the article, write a brief paragraph in which you summarize the connection to something that you/we have been reading or discussing. Due **by February 13, March 13, and April 10**. Grades for these articles will be ✓ (95), ✓+ (98), ✓- (90).

### **Class Assignments** (100 points)

Assigned either prior to a class or in class. Grades for these assignments will be ✓ (95), ✓+ (98), ✓- (90).

### **Letter to the Editor** (100 points)

Write a 1-2-page letter to the editor addressing one of the course topics. Short description and target newspaper due by **February 27**. Letter due on **March 27**. (10 points extra credit for submitting it to a newspaper and 10 more if the newspaper prints it)

### **Class Contribution** (120 points)

Students are expected to be present in the classroom in both body and mind. Contributions to class discussions will be evaluated on quality as well as quantity. Students who read the assigned readings for the class period and come prepared to discuss the content will be best prepared to contribute significantly during class. Students who are passively (e.g. sleeping) or actively (e.g. talking in private discussions, working on the Collegian crossword, or being otherwise occupied) disrupting the class may be asked to leave. 1/2 of the points will be given for attendance and 1/2 for class contribution (verbal and otherwise).

### **Evaluation of Learning in the Course – IDEA On-line** (30 points)

This is an on-line survey that asks you to reflect on the learning that you have done in this course and how the instruction in the course helped you to learn. You need to complete the survey toward the end of the semester. You will get an e-mail message and then reminders from Nova Nickerson at the Center for the Advancement of Teaching and Learning on campus. Points will be given for complete forms, although I will not see your responses until after I have submitted your semester grades.

### **Presentation to Class (with partner) of a Nonviolent Struggle** (100 points)

From Gene Sharp’s *Waging Nonviolent Struggle*, you will work with a partner to read one of the chapters (5 – 27), do research beyond the book, and then present to the class. Examples of nonviolent struggle that are not mentioned in this book might be used; this will need to be negotiated with the instructor. Turn in 2-3-pages of typed, well-organized notes. Due on **day of presentation**.

### **Paper/project (300 points)**

Propose and create/produce a paper or project through which the accomplishment of the student learning outcomes is demonstrated. This must involve research into a topic, synthesis into a product such as a paper, short story, play, song, video, visual art, series of informational leaflets, etc., and must include some social action component. Proposal due by **March 6** and paper/project by **April 10**.

**Final Exam** (150 points)

The final exam is designed to measure the extent to which students demonstrate their knowledge and understanding in the areas listed under STUDENT LEARNING OUTCOMES (pp.1-2). It will cover material from the required readings and class sessions. No make-up exams will be given without prior arrangements.

**May 1, 2:30 - 5:20 pm.**

**Grading:** Course grades will be based on the total number of points accumulated.

900 -1000 A      800-899 B      700-799 C      600-699 D      <600 F

An "A" is given for exceptionally good work and a "B" is given for work that is good or very good. A "C" is given for work of average quality. A "D" is given for work that is below average but meets minimum assignment requirements. "Incomplete" (I) grades will be given only when extenuating circumstances beyond a student's control interfere with the timely completion of course requirements. Arrangements for this should be made as soon as it is known that an "I" will be requested.

**UNIVERSITY AND PROGRAM POLICIES**

**Student Rights and Responsibilities:** Information on your rights and responsibilities may be found in the Campus Phone Book - Student Life Handbook "Student Rights and Responsibilities."

**Sexual Harassment and Sexual Violence and Racial/Ethnic Harassment:** Please review these university policies on pp. 30-31 of the 2002-2004 undergraduate catalog; also in the Campus Phone Book - Student Life Handbook "Policy Prohibiting Racial and/or Ethnic Harassment," "Policy Prohibiting Sexual Harassment," and "Policy Prohibiting Sexual Violence."

**Academic Dishonesty:** Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper or project; failure in the course; and /or expulsion from the university. For more information, refer to the section on Academic Honesty in the Campus Phone Book - Student Life Handbook.

**KSU Undergraduate Honor System:** On all exams and papers, each student agree to the following statement: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

**University Policy on Accommodations:** Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible.

**REQUIRED TEXT**

Benjamin, M., & Evans, J. (2005). *Stop the next war now: Effective responses to violence and terrorism*. Maui, HI: Inner Ocean Publishing, Inc.

Sharp, G. (2005). *Waging nonviolent struggle: 20<sup>th</sup> century practice and 21<sup>st</sup> century potential*. Boston: Extending Horizons Books.

Zinn, H. (2005). *The power of nonviolence: Writings by advocates of peace*. Boston: Beacon Press.

Course Packet, available at the Arts & Sciences Copy Center, Eisenhower Hall, Rm. 11.

## **COURSE THEMES**

### **Thoughts about peace...**

Read: “Let a Man Overcome Anger by Love,” “Newer Ideas of Peace,” “The Trial of Scott Nearing and the American Socialist Society,” “Pacifism,” “The Root of War is Fear,” and “Declaration of Independence from the War in Vietnam” POWER

### **It starts with one voice...**

Read: Chapter 1 STOP, “Civil Disobedience” and “Neither Victims nor Executioners” POWER

### **Building a stronger antiwar movement...**

Read: Chapter 3 STOP, “Albert Einstein on Pacifism,” “Patriotism or Peace,” “Pray for Peace but Pay for War,” “Unity Statement of the Women’s Pentagon Action, USA” PACKET

### **From a culture of violence to a culture of peace...**

Read: Chapter 2 STOP, “The Dilemma of the Absolute Pacifist: A Conversation” POWER, “Organic Balance as a Conceptual Framework for Social Change Movements” and “Steps Toward Inner Peace” PACKET

### **The humanity we share...**

Read: Chapter 5 STOP, “Loving Your Enemies,” “The Doctrine of the Sword,” “Ahimsa” PACKET

### **Strengthening women’s voices...**

Read: Chapter 4 STOP, “The First Fifty Years,” “The Atomic Bombing of Hiroshima and Nagasaki: The Role of Women in the Japanese Peace Movement,” “Dorothy Day,” “Jeannette Rankin” PACKET

### **Gender considerations...**

Read: “Mothers and Men’s Wars,” “Sexism, Violence, and the Nuclear Mentality,” “Rape is All Too Thinkable for Quite the Normal Sort of Man” PACKET

### **Waging nonviolent struggle, part 1...**

Read: Part One STRUGGLE, REPORTS ON NONVIOLENT STRUGGLES

### **Waging nonviolent struggle, part 2...**

Read: Part Three STRUGGLE, REPORTS ON NONVIOLENT STRUGGLES

### **Principled negotiation...**

Read: “Getting to Yes: Negotiating Agreement Without Giving In” book review PACKET

### **Noncooperation with status quo...**

Read: War Tax Resistance (6 sections) PACKET

### **Protect and respect resources...**

Read: Chapter 9 STOP, “Diet for a New America,” “Diet for a Small Planet” PACKET

### **Social and economic justice...**

**Final Exam – May 1, 2:30 - 5:20**