

Introduction to Nonviolence Studies -- Every Day Nonviolence **(DAS 355ZA online version)**

January 16 – May 8, 2011

Kansas State University Nonviolence Studies Certificate Program, College of Arts & Sciences

Instructor Information:

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A semester is not much time to introduce nonviolence. This course focuses on what I call "every day nonviolence" (EDNV) with a brief introduction to the traditional, global nonviolence (NV) movement. In this class, we will:

- examine nonviolent problem solving and how it applies in our own community and lives;
- get a general idea of EDNV by finding examples of it in our own communities and interviewing local people working in nonviolent ways;
- read two excellent NV books and take a look at the draft of my Every Day Nonviolence book;
- watch some short films about famous NV movements, a film about how kids can participate in NV efforts, a documentary about musicians who work for peace, justice, nonviolence and perhaps a couple of others;
- do some supplementary reading about various NV topics;
- plan a real or hypothetical Season for Nonviolence for a school, residence hall, or other setting you know well.

It is always a better learning experience when you can see multiple points of view. So, following **each** assignment, you will **POST** a response (something about the material) on the **Message Board** and **discuss your ideas** with your online classmates and me.

a) **Required Texts** (available used and cheaper from online booksellers and many libraries as well as Manhattan's Varney's and other bookstores):

(1) *The Power of Nonviolence*, Howard Zinn, 2002

(2) *Blessed Unrest*, Paul Hawken, 2007

(3) Nonviolence related articles and other materials, as assigned

(4) Draft version of forthcoming book about Every Day Nonviolence, Susan L Allen

b) Several nonviolence films and audio files will be available to you for this class - to watch/hear on your computers.

c) **Your Own Interviewing:** Begin thinking now about people from your own community, school, area who practice nonviolence in an "every day" way. More about this later, but I mean people who work to address personal/social/environmental problems with intent to improve circumstances that are causing the problems. Your NV worker may lead a local social justice group of some sort, be a social worker or teacher, be a member or leader of a group you belong to or know about; s/he might work in or for a church, library, community group or school; etc. YOU can find them!

Assignments: This course is conducted on a weekly basis – from Monday to Monday - with assignments made on Mondays and due on or before midnight the next Sunday unless stated

otherwise. No excuses in this wired world! If you need to leave town or even if someone is ill - there's plenty of time/ways to do the assignments and write a short response. It is important to get as many views and examples as we can so **post your thoughts, ideas and responses to assignments on the message board where your classmates can reply and discuss**. If there are things you'd rather not share with everyone (and I hope these things are few), email: slallen@ksu.edu

Additional resources and perhaps a few discussion questions may be posted on Monday throughout the semester. Your response to assignments should be posted by **Sunday at midnight each week to receive full credit for the week**.

Nonviolence is both a global and local activity and topic and it is a rather new way to think about problem solving. Nonviolence practitioners look beyond extremes (win-lose; my way or the highway) to find a new idea, a "third way." Students are encouraged to dream, invent, and think about resolving some of our personal and world conflicts in constructive, positive ways -- before they become acute. Have fun with it. Go beyond superficial responses to discussion questions and if you find a topic of particular interest, contribute outside sources (e.g., scholarly information, reputable internet sites, etc.) during discussions so all of us may benefit from your curiosity. Don't waste time on responses that have little or limited relevance to the topic. Responses that expand the discussion, offer additional resources of high quality, that integrate earlier material or positively motivate further discussion will be greatly appreciated. Demonstrations of critical thinking, application to real life and current events, and intelligent questions about the material are elements of high quality responses.

The instructor will visit your discussions as an observer, and at times a participant. I love to talk about nonviolence.

Grading

In true nonviolence fashion, you begin the course with an "A" grade. Do all of the assignments and you keep it. I do not use a point system - just do the work and I will check to see if you have responded on the Message Board and posted assignments. Naturally, if you miss assignments/responses your grade will drop, so just do it. As Uncle Woody Allen says, "80% of life is showing up." If you find you do not want to do the work please drop the class early. You will be graded on your participation and completion of assignments. I've put blanks on the side of each assignment so you can use the syllabus as a check list. I will be checking your completed responses each week - and sometimes discussing them with you.

The schedule below may be altered slightly depending on your personal interests. Is there material you would especially like to cover? Let me know.

Working With Others

One of the many advantages of nonviolence work is learning the *power of one* and the *power of one-with others*. A well-balanced individual is basic to personal health; collaboration is fundamental to successful social change. If you want to work on course projects and interviews with a class member, do it! (Let me know in advance how you plan to integrate your duties.) In fact, invite friends to watch the films. Initially you may be surprised at their enthusiasm ... but I think you will find most people will be relieved discover ways to make a positive difference in the world. Nonviolence is hopeful as well as edgy. Hopeful because it is positive (for rather than

against), edgy because, successfully applied, it will change the status quo. How? by improving conditions that lead to violence and system failure.

In addition, during spring semester at [Kansas State University](#) and many other communities the Season for Nonviolence will be underway. I will alert you to upcoming activities so you can participate.

CLASS SCHEDULE

Assignments are more intense during the first & second month because we need to get your projects underway. Later, there will be adequate time to complete them. Read the texts early; begin the projects on time. Keep up and you will be fine. (I may put extra articles and discussion topics in the weekly folders because there are so many excellent resources and I want to show you some of them. Your comments are invited but you will not be graded on anything that is not specifically listed in the syllabus, below.)

Week One (Monday, January 17 to Sunday, January 23):

_____ First: POST (ON MESSAGE BOARD): Self-Introductions. Tell us about you - who are you? What do you do or study or want to do? Tell us about interests, prior knowledge, experience with nonviolence (NV) ideas, trainings, related courses? You may supplement these introductions as we progress through the course. But, basically, what brings you to this class? Why do you care about social justice? And/or are you just curious or want to find out why other people care about taking actions meant to improve human relationships?

1 _____, 2 _____, 3 _____ WATCH the "**Force More Powerful**" films about: "The US Civil Rights Movement," "The Polish Solidarity Movement" and "Gandhi's Salt March" (and the others if you'd like!)

_____ Begin reading the ZINN text. The films and text will provide grounding in the history of the global nonviolence movement and introduce you to nonviolence strategies.

_____ POST: A brief observation, reflection about each film (and, also, about any other NV topic you have studied). During the three films - notice NV strategies, tactics and tools used by proponents. Jot them down so you can put them in your response! Notice parallels and similarities across the various nonviolence and social justice movements. Did anything stand out or surprise you? This isn't for publication! Just tell us your thoughts about the assignments as you find things of interest. Tell us which book chapters were most interesting to you and why, for example. *(You will need to submit a brief review of the two texts to me - in a Word doc. file- by the end of the class. Take notes)* These are your own ideas - no right or wrong answers and you can change your mind and/or supplement your thinking as we progress.

Week Two (January 24 to January 30):

_____ Watch the other three "Force More Powerful" films (they are not specifically assigned). Use this week to read the Zinn book and to become acquainted with your fellow classmates by reading their posts.

_____ Make your weekly comment - about your reading and/or the films, to date. This is a journal of what you are learning.

The 2011 Season for Nonviolence runs from January 30 to April 4. Tell us what you find about it on campus and/or in the media.

Week Three (January 31 to February 6):

_____ This is where we start talking about *every day nonviolence*, which I will shorten to EDNV. Read the "**Short Introduction to EDNV**" PDF file.

_____ Read the "**Organic Balance**" article and the **pages** from my book about EDNV. This is the heart of "every day" nonviolence so study the drawings and extra pages. Does the systems model help you see how EDNV applies locally as well as globally, personally as well as institutionally? (Hint: a system is a system so the lessons are parallel.)

_____ POST any questions or comments about "organic balance," and/or about systems, about NV or EDNV, in general. I want to hear your ideas about the model! What do you think Gandhi meant for us to DO when he said, "Be the change you wish to see in the world"? *Hint:* Think about how the organic balance model applies to conflicts you know about. Can you find the imbalance - and perhaps a way or some ways to improve the situation? As you read, see what others think about attending to conflict without violence; develop your own thinking about how to practice nonviolence as a way of acting to bring better balance/health to a relationship system.

Week Four (February 7 to February 13):

_____ Continue studying the EDNV materials - POST comments and questions.

_____ Have some fun! Watch the music video/documentary "**Music for Human Rights**" and navigate around the **LINK TV web page**. There are LOTS of nonviolence web pages (use search engines like Google to find them.). Tell us if you find ones we might like to know about. Look at the NVS Bibliography for some ideas. Share your research on the Message Board.

_____ POST a response to the music video - and about LINK TV in general. Michael Franti is my own favorite (current) peace singer. If you also liked his music, listen to the cd, "Yell Fire!" Then.....let's discuss why 'yelling fire' isn't enough anymore. (Let me know if you'd like me to post the cd online.)

Week Five (February 14 to February 20):

_____ CONTINUE reading the Zinn book (keep notes for a book review).

_____ Examine the photo file of **Famous Nonviolence Activists/proponents**. Your assignment is to find out this information: Who are they? What problems or issue are they famous for addressing?

Most of the famous NV activists are addressing problems and conflicts at global or environmental levels; but, there are millions of NV activists working locally: for example, some people are working to mitigate bullying in schools, some work to clean up local streams and lakes, some teach yoga and nutrition ... there are numerous ways to practice nonviolence when you think of it as *moving a human relationship system toward improved health, system sustainability*.

You may limit your research about the famous activists to the Internet; but be sure to cite your sources. Where did you find your information (You may use Wikipedia as a way to begin but don't stop there. Since it is not monitored for honesty and accuracy, look for other sources.). When you post your reactions -- include at least one quote from or about each person.

_____ POST your findings and quotes so all of us can see and compare.

[NOTE: As you think about nonviolence practitioners and projects/issues, it is helpful to identify the levels or concentric circles of systems-within-systems that compose our world. For example,

we are not the center of the universe (!) but we arguably are the center of our own interactions. The inner, intrapersonal level is our relationship within our own **self** (mind and body); next are our **interpersonal** interactions (family, friends); next is the **community** and smaller groups to which we belong; then the larger **society**, the **world**, the **environment** and the whole **universal system**. Humans have a relationship with the Earth (ecology) and with the universe (spirituality). This principle also works when thinking about problem or and conflict: first, examine it holistically. Climb a metaphorical tree so you can envision its context within the forest. Then, break the whole into levels, categories, parts so you can observe connections, precursors, patterns. This reveals clues about how we can plan ahead, then “step up” with nonviolent actions meant to correct course.

It is one thing to generalize with a word like "sick"; stepping back to see the interconnected systems-within-systems that compose our body and its surroundings allows us be specific. Similarly, it is one thing to see that the world has a "problem," with terrorism for example; stepping back to identify the interconnected systems that connect to and led to this imbalance can help us find ways to restore balance.]

Week Six (February 21 to February 27):

_____ Now that you have met some famous nonviolence proponents, find two local people (working to address problems in some positive way) that you can interview. To find these nonviolence workers, use levels of interaction -- i.e. whom do I already know that works on issues concerning personal well-being or family issues? who works to improve conditions in the community? who can I talk to that works on larger, global problems? Remember every day nonviolence seeks to 'get ahead of the violence' so look for people trying to change conditions that lead to problems or conflicts rather than people who focus only on cleaning up after the violence has begun.

_____ POST ideas or problems you may have finding someone to interview. Others may have suggestions.

_____ Do the exercises on the EDNV **Problem Solving Worksheets**. Choose any problem or conflict. What did you learned from the problem solving worksheet?

_____ Begin reading your copy of *Blessed Unrest* and POST your thoughts about the first section . This book is a collection of problems and people/movements to alleviate them. (*You may **listen** to the first chapter online if you wish. The first section of the audio book is in the file.*)

Week Seven (February 28 to March 6):

_____, _____ Look over the **Blessed Unrest Worksheet**. Complete one worksheet for each of the two people you interview. Save/POST them as PDF files for others to see. That way all of us can meet your nonviolence practitioners and learn more of the many ways people are working to make and maintain healthy relationship systems.

_____ Continue your readings of the EDNV materials. Does the idea of practicing nonviolence every day (like you would practice good nutrition) make sense to you? Why or why not? Can you envision your own relationships as systems? Can you see a relationship between humans and the earth? (Look back at the Organic Balance model and the metaphorical yin-and-yang rendering of it. It is interesting to note that issues and projects at the closest, intrapersonal level find parallels at the universal level. For example, we might learn to practice meditation as a restorative project either level.

Week Eight (March 7 to March 13):

_____ Study the PDF "**Steps**" file. The steps explain how to think about and plan an EDNV project. POST any questions you may have about the Steps. These steps are meant to help you think about nonviolence projects and ways to practice nonviolence. What problems or conflicts touch you: animal abuse, pollution, bullying, and poverty? Post anything you would like to discuss.

Week Nine (March 14 to March 20):

Although we are focusing on local and personal nonviolence in this class - there are many, many ongoing and current nonviolence movements going on around the world.

_____ Read "Nonviolence Around the World," Richard **Deats**

_____ Read the article/interview about Vandana **Shiva**

_____ Read "Connecting the Dots" by Fritjof **Capra**

_____ POST your thoughts and comment about each article

_____ Use your extra time this week to finish the textbooks! (Keep notes for your review of Zinn and Hawken.)

Week Ten (March 21 to March 27):

This is K-State spring break so relax! Watch an inspiring, short film and then continue thinking about how YOU (i.e. all of us) can "be the change" where we live. ALL of us can be involved in local and even global issues. The precocious young Canadian in this week's film became so moved by the exploitation of children he began his own NV movement.

_____ Watch "**It Takes a Child**"

_____ Watch the **K-State Campaign for Nonviolence "Win Win"** ad/video

_____ Go back to www.k-state.edu/nonviolence and look at the varied nonviolence projects K-State students have invented over the years.

Week Eleven (March 28 to April 3):

_____ Read through past or current **Season for Nonviolence projects** (<http://www.k-state.edu/nonviolence/links/season.htm>) and make a list of ten nonviolence **project ideas** YOU would like to do and/or help organize in a setting you know personally - hometown, residence hall, group. List *one or two for each week* of a 64-day-long Season. Use the LEVELS of human interaction (week 5) to help you think of projects at each level. You can replicate-- but localize-- any or all of the projects from K-State or anywhere else ("Google" Season for Nonviolence and look for ideas! Los Angeles Season for Nonviolence, for example.) Choose projects you think you could actually carry out. This list is the first step toward planning a Season for Nonviolence.

_____ Finalize the **selection for your two interviews** (working on two different problems) -- and make a date to interview them. Make the appointment for an hour of their time and go see them. Buy them a coffee and chat. That's all this requires. Basically (ask): who, what, when, where, why, and how does their work fit into the larger nonviolence movement (how is the work moving the school, community, person, world toward improved health and system sustainability). Ask why they care enough to work on the issue. Let me know if you have questions but do not put this off! It will be easy and fun - people like to talk about their work to folks who are interested in it.

(Note: Watch for people who would make a good speaker for one of your hypothetical Season for Nonviolence events. You don't have to carry out an actual the Season for this class – just make the calendar/ list.)

Week Twelve (April 4 to April 10):

_____ USE THIS WEEK to **do your interviews**, finalize the Season projects calendar list and catch up.

_____ When you finish your interviews -- please POST a brief (under 5 pages/word doc or pdf). Clearly label each interview so others can see at a glance who the person is, what they do, how their work or activity connects with nonviolent action taken to improve the well being of a personal or social system. This assignment is due at the end of **Next Week**. (April 17).

Week Thirteen (April 11 to April 17):

_____ **Finish** the interviews, texts, and complete **all of your posts**. Do not be shy about interviewing people! They will enjoy it - and so will you.

Week Fourteen (April 18 to April 24):

_____ Watch the "Beyond War" film. POST your thoughts.

_____ If for some crazy reason you have not completed (past) POSTS - Do It Now.

Week Fifteen (April 25 to May 1)

_____ POST: a brief (one-two pages) **book review** of the two texts - what parts of each one did like best? like least? Would you recommend these books to friends? Can you recommend other nonviolence-related texts we could use for the next course?

_____ Find in the readings an example project/action/movement for these LEVELS of human interactions: intrapersonal, interpersonal, family, community, nation, globe, environment, whole universe? Explore and report.

Week Sixteen (May 2 to May 8):

_____ POST or Email me a brief **review of THIS class**. What do you think of the idea of "every day nonviolence"? I am especially interested to hear your reflections about the Every Day Nonviolence model (the "organic balance" model) and worksheets. How does it differ from your initial ideas about "nonviolence"? Do you think you could apply EDNV in your own life?

_____ K-State invites **evaluations** for each course. Please complete these when they are sent to you.

I will leave the DCE course page active on K-State Online for two weeks so you have time to read all of the interviews and be impressed with the wide-ranging local nonviolence work that is happening. If you'd like to use your ideas to begin a Season for Nonviolence in your school or community, let me know -- I'll help! In fact, sign up for Applied Nonviolence Studies (#590) and work on it as a class project.

Additional information from Kansas State University

Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association bylaws, Article VI, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

* Expressing Different Points of View:

A major component of an academic environment is having the opportunity to share ideas and views on various topics from an academic and philosophical framework. It is common to find others with different points of view. This is one of the benefits of the academic experience – being exposed to and expressing varying opinions, viewpoints all respectfully expressed. All postings and communication related to this course must be free of profanity, threats or “put-downs”. “Flaming” another person for their views or ideas will not be permitted in exchanges between students or between students and the instructor. Discussions, postings, messages, publications should be respectful and professional at all times, free of offensive or derogatory language.

* Promoting a Culture of Civility: 3 The College of Arts & Sciences and Kansas State University expect that on-line courses will contribute to a culture that is respectful and courteous. Common courtesy and respect of others is expected, and communication with other students or instructors should promote learning rather than distract from it. In expressing an opposing opinion or disagreeing with another person’s perspective, students, faculty and staff should conduct themselves with respect for other people’s beliefs and ideas. Generating a lively discussion is expected in many classes. However, acting in a hostile manner or creating a negative learning environment for other is unacceptable. Despite differences of opinion, we must interact with one another in a manner that shows we value mutual respect, equality and dignity.

* Internet Code of Conduct:

Kansas State University requires that all users of its technology systems conduct themselves in an ethical, respectful manner. K-State Internet Code of Conduct and Usage are located at:

<www.k-state.edu/its/itpolicies>

* Academic Honor and Integrity

Kansas State University has an Honor System based on personal integrity which is presumed to be sufficient assurance in academic matters, and that one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

The honor system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, *whether or not* it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."**

“The K-State University Honor System presumes that all work, submitted as part of academic requirements, is the product of the student submitting it unless credit is given with proper citations, or as prescribed by the course instructor. The highest standards of professional integrity in research and scholarship are expected from everyone. It is YOUR responsibility for adherence to these standards. It is also the role of advisors, mentors, and the academic community at large to foster an environment that actively discourages improper practices and conduct,” (Nelson Goff, B., [2008])

The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask.

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

Any student with a disability who needs a class accommodation, access to technology or other assistance in this course should contact K-State Disability Support Services (785-532-6441; www.k-state.edu/dss) and/or the instructor. Late or delayed notification may cause the requested accommodations to be unavailable.

Nondiscrimination Statement

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the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to Clyde Howard, Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785-532-4807. Revised December 1, 2003 4

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