Spring 2013 course: **Peace Studies 2182/Sociology 2182**  
Nonviolence in Peace/Democracy Movements

**Course Overview:**  
Learn about the history and theory of movements for peace, justice, and democracy.

We will examine the development of violent and nonviolent tactics and factions in movements and the relationship of social movements to state authority through the history of the four following social movements:

- **Gandhi’s Independence**  
- **U.S. Civil Rights**  
- **Arab Spring**  
- **Occupy movements**

**Tues. Thur. 12:30-1:45**  
**Middlebush 212**

Taught by Prof. Clarence Lo  
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MU Peace Studies Program  
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Catalog description: History and theory of movements for peace, justice, and democracy. Development of violent and nonviolent tactics and factions in movements; relationship to state authority. Cases such as Gandhi’s Independence, American Civil Rights, Arab Spring, and Occupy movements. On your transcript will appear: Nonviolence Democracy Movements

Rationale:
2182 conveys historical knowledge about four democracy movements and engages students in a critical dialog about whether nonviolence is a viable tactic to achieve social change in the face of repressive elites. Moreover, 2182 is designed to impart foundational critical thinking and writing skills to all students seeking a rigorous liberal arts/ general education experience that is typically found in a highly selective undergraduate college, and in the MU Honors College and the MU International Studies major. You will read university-published books conveying research, and examine primary source material and documentary and dramatic film depicting historical events. Required are outlines, notes, timelines, and worksheets leading up to essay assignments and examinations that will develop skills in conceptualization, evaluation of evidence, and synthesis through writing.

Requirements:
Reading: 4 books (selected chapters); please purchase each book.
- Political Process and the Development of Black Insurgency, Doug McAdam, Univ. of Chicago Press
- The Whole World is Watching, Todd Gitlin, University of California Press
- Gandhi’s Passion: The Life and Legacy of Mahatma Gandhi, Stanley Wolpert, Oxford University Press
- The Battle for the Arab Spring: Revolution, Counter-Revolution and the Making of a New Era, Lin Noueihed and Alex Warren, Yale University Press, 2011

Assignments: (1000 total points in course)
One in-class essay exam (150 points). One page, single-spaced answers (150 points each) to three assigned questions will be due at the beginning of the class period on the date indicated in the Course Calendar. 600
Being physically present (10 points each) when the four questions are discussed in class. 40

Charts/notes
- Political Process Black Insurgency: conceptual outline 50
- Gandhi’s Passion: two time lines of actions 50
- Battle for the Arab Spring: three “polity-challenger” charts 50

10 points awarded at instructor’s discretion for contribution and engagement

Notes and oral presentations (200 points).
Pick three chapters from one of the following books, prepare 3 single-spaced pages of notes, e-mailed 24 hours before your presentation to the instructor at loc@missouri.edu for Blackboard posting, and give an oral presentation to the class
(Limit yourself to 5 minutes only! Time your presentation beforehand, please).
Presentations should not recapitulate the notes, but rather should relate the book to the themes, theories, and issues in the course.

Choose one book/topic from the list below. Students will choose at the second class meeting. In some cases, a specific book is not indicated and you will research the topic based on academic publications and quality journalism.

7 presentations scheduled in weeks 2-5:

- Violence in America: Historical and Comparative Perspectives, Hugh Davis Graham and Ted Robert Gurr. 2 persons. Feb 12.
- Read and report on MU history theses and dissertations and their primary sources on civil rights movements (especially in MO documented by the Missouri state historical archives (4 persons) Feb. 14.

6 presentations scheduled in weeks 6-9:

- Topic: global protests against impending war in Iraq. Feb. 28.

5 presentations scheduled in weeks 9-12

- Non-Violent Resistance (Satyagraha) by Mahatma K. Gandhi, 2 persons. Apr. 9.
- Articles on gender and social movements in India. "Contesting Multiple Margins" and also chapters 2 and 3 by Manisha Desai in Women's Activism and Globalization. Apr. 11.
- Environmental movements: Soil, not Oil, Vandana Shiva; Earth Democracy, Vandana Shiva. Apr. 11.
- 16 presentations scheduled in weeks 12-15 books giving an Arab perspective on democratization and revitalization and peace in the Arab world:
  - What's happened recently: Tunisia (Apr. 23), Egypt (Apr. 25), Syria (Apr. 30).
  - Revolution 2.0: The Power of the People Is Greater Than the People in Power: A Memoir, Wael Ghonim. Apr. 25
  - The Arab Spring: The End of Postcolonialism, Hamid Dabash, 3 persons. May 2.

Course Calendar

Week 1 (January 22-24, 2013)

Meeting 1 (Jan. 22): Introduction

Meeting 2 (Jan. 24): Experience of creative nonviolent action
  UC Davis protests during Occupy movement, 2010. Pepper spray of students blocking road, reactions of groups and institutions. Link to websites.
  Prosecution of Oregon environmental demonstrators.


4 (Jan. 31): Eyes on the Prize, PBS documentary on Civil Right Movement: clips of Montgomery bus boycott, Selma march, lunch counter sit-ins

Reading completed by today: Political Process Black Insurgency, chapters 6, 7, 8. Concept of tactical innovation and the strategy of overwhelming the repressive capacity of state

Due Feb 5: conceptual outline:

Due Feb 5: outline:
Complete the following chart with detailed notes summarizing McAdam’s arguments explaining the rise of the civil rights movement. Refer to page numbers (112-15) in the book, densely throughout your outline.

Decline of King Cotton
Decline of traditional hierarchic relations in the Old South
Decline of traditional hierarchic relations in the Old South
Decline of traditional hierarchic relations in the Old South
Decline of traditional hierarchic relations in the Old South

Great Migration
Development of indigenous independent institutions in southern cities
NAACP
Black church
Student movement-SNCC

Cognitive Liberation

7 (Feb. 12): Violence and race relations-- two perspectives
Malcom X film; W.E.B. DuBois, Dusk of Dawn
Black Consciousness and the movement in South Africa.

Student presentations: Violence in America : Historical and Comparative Perspectives, Hugh Davis Graham and Ted Robert Gurr. Feb 12.

8 (Feb. 14): Chicano movement: J. Craig Jenkins on farmworkers: Insurgency of the Powerless


9 (Feb. 19): Review session: what is explanation, what is historical cause and structural explanation, in contrast to analysis of patterns of individual behavior.
Explaining the rise of a (some form of the) civil rights movement

Student presentations: Read and report on MU history theses and dissertations and their primary sources on civil rights movements (especially in MO documented by the Missouri state historical archives (2 persons) Feb. 19.

10 (Feb. 21) Essay exam in class, 1 hr 15 mins. No books, notes or internet access. Please directly answer question A. Please do not mechanically summarize the author’s arguments merely to show that you have read the book.

Question A: What are the historical/structural causes for the largely nonviolent nature of the US civil rights movement? Try to make the causes that you list similar to and related to the causes that McAdam uses to explain the historical emergence of the entire civil rights movement. Hint: what was the political opportunity for nonviolent change? What historical forces developed community institutions that fostered nonviolent action?

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Film excerpts: Berkeley in the Sixties
Media coverage of movements
Reading: Whole World is Watching, chapters 2, 3


12 (Feb. 28): Students for a Democratic Society
Reading: Whole World is Watching, chapter 4

Student presentations: Topic: global protests against impending war in Iraq. Feb. 28.

13 (Mar. 5): Effect of mass broadcast media publicity on the SDS movement. Violent and peaceful factions in social movements.
Reading: Whole World is Watching, chapter 5, 6, 7

14 (Mar. 7): Character of corporate media institutions. Concept of hegemony.
Reading: Whole World is Watching, chapter 10


16 (Mar. 14): Occupy and anarchism


17 (Mar. 19): Take home essay question, question B. Cite (at least a dozen citations, please) extensively from the book including exact page numbers (24-5; 38). Do not directly quote sentences from the book. One page single-spaced minimum and maximum.

Does Gitlin’s analysis of how broadcast media coverage encouraged the violent factions of the student movement apply to the civil rights movement?
Discussion in class of answers to question B

Weeks 9-12 (Mar. 21 - Apr. 16) Gandhi and Nonviolence in the Movement for Indian Independence.

18 (Mar. 21):

excerpts from the film Gandhi

Comparison of anti-colonial/ independence conflicts, US and India

US: military action, property-owning individuals, democratic institutions of town self governance

India: peasants, colonial structures of rule of racially different population

Reading: Gandhi's Passion, chapters 10 through 14 inclusive

Spring break

19-20 (Apr. 2 – 4): Satyagraha in the struggle for Indian independence. How did the colonial institutions that Gandhi fought against influence and structure the anti colonial movement and affect the development of the voice (beliefs) of the Indian independence movement?

Reading: Gandhi's Passion, chapter 15 through 20 inclusive
Time line due April 2 of movement actions, resulting recognition-concessions

21 (Apr. 9): Satyagraha as a response to inter-communal violence between Hindu, Sikh, and Moslem
Reading: Gandhi’s Passion, chapters 21 through 24 inclusive
Time line due April 9.

Student presentations: Non-Violent Resistance (Satyagraha) by Mahatma K. Gandhi (2 persons), Apr. 9.

22 (Apr. 11): colonial and post-colonial theories
Orientalism
Gayatri Chakravorty Spivak, “Can the Subaltern Speak” On sati (widow suicide)
Social construction of Indian anti-colonial perspective.
Student presentations: Articles on gender and social movements in India. “Contesting Multiple Margins” and also chapters 2 and 3 by Manisha Desai in Women’s Activism and Globalization. Environmental movements: Soil, not Oil, Vandana Shiva; Earth Democracy, Vandana Shiva. Apr. 11.

23 (Apr. 16): essay question C due on Gandhi:
Compare and contrast Satyagraha movement events (1918-1948) that (1) succeeded in hastening English elites’ decisions to grant India independence, with movement events (2) in response to Hindu-Sikh-Moslem inter-communal violence. What accounts for success/failure in the two types of cases. Hint: begin with a definition of what constitutes “success” in the Satyagraha movement.
Discussion in class of answers

Weeks 12-15 (Apr. 18 - May 7) Arab Spring: Protest movements and civil war as paths to democracy

24 (Apr. 18) Development of Arab broadcast media
Al Jazera (the movie)
coverage of Arab spring
Reading: Battle for Arab Spring, chapters 1 through 3 inclusive

25 (Apr. 23): Discussion of chapter on Tunisia, worksheet due
Reading: Battle for Arab Spring, chapter 4
Student presentations: What’s happened recently: Tunisia (Apr. 23)

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WORKSHEET for Arab Spring

POLITY:
regime history authoritarian leader
ruling families immediate family (names)
tribe/religion
business elites in the nation and their relation to state
elites and institutions in developed nations
colonial/ post colonial legacy
state institutions; regional/racial/economic/traditional divides

CHALLENGERS:

Secular liberals students/youth middle class
labor movement
human rights groups
intellectuals, journalists, writers
religious groups

26 (Apr. 25) Discussion of chapter on Egypt, worksheet due
Reading: *Battle for Arab Spring*, chapter 5

27 (Apr. 30) Discussion of chapter on Syria, worksheet due
Reading: *Battle for Arab Spring*, chapter 9
Student presentations: What’s happened recently: Syria (Apr. 30).

28 (May 2): Theory relevant to essay question: Charles Tilly; Theda Skocpol, *States and Social Revolutions*. The State and the Absolutist Era 1600
Student presentations: *The Arab Spring: The End of Postcolonialism*, Hamid Dabash May 2.

29 (May 7): Essay question:
What factors account for the fact that during Tunisia’s “Jasmine Spring,” a change of regime was accompanied by less loss of life compared to Egypt, and Syria, where a civil war still rages. Consider such factors such as the strength, character, and history of the oppositional movement and of the authoritarian regime. Use social science concepts and analysis that you have learned throughout the course rather than media commentaries.
Discussion of answers to essay question

30 (May 9): Dialogs throughout history on revolution and violence and nonviolence in democratic change.
Course will be evaluated today.

There is no final in-class exam in this course.
My office hours are Tuesdays, 3 to 4 PM in Middlebush Hall Room 326 and additional hours by appointment. For an appointment, please e-mail me at loc@missouri.edu.

Laptops and other electronic devices should be switched off and stowed at the start of class, just like in an aircraft ready for takeoff. For disability accommodation, see below.

There are 1000 total points in the course. 799= C final grade. There will be no plus and minus grading for the final course grade. Papers are accepted only in printed, not electronic format; in person, in class. Incompletes and extensions are given only in cases of your documented in-patient hospitalization, not the flu. Late papers will receive no points. No makeup exams will be scheduled. Your oral presentation is an integral part your work and presentations cannot be rescheduled at your request. Please keep copies of all work submitted in case of loss.

If you need accommodations because of a disability, if you have medical information about possible emergencies, or if you need special arrangements in case the building must be evacuated, please inform me. Please see me privately after class, or during my office hours. To request academic
accommodations, students must also register with Disability Services, AO38 Brady Commons, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Statement about Academic Dishonesty: Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Students who miss more than two class periods in the first three weeks might be dropped from the class, in accordance with the following university policy on attendance, which applies to this course:

“Students are expected to attend all scheduled class sessions. A student who does not complete assigned academic work because of absence from class is responsible for making up that work in accordance with instructions provided by the instructor and consistent with any policy established by the faculty of the respective department or division. A divisional faculty, a department faculty, a course director, or an individual instructor may establish attendance standards and will determine whether a student will be permitted to make up work missed as a result of absence(s). There is no “dean's excuse” or "official absence". Student may be dropped from a course due to excessive absences. The instructor's policy on absences shall be provided, preferably in writing, to students at the beginning of the course. Whether a student should be dropped from a course due to a number of absences remains the prerogative of the instructor. It is the student's responsibility to notify the instructor responsible for the course of anticipated absences from class, laboratories, or examinations at the earliest opportunity after the start of the course. The instructor can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with a number of identified absences.” At the end of second and fourth class sessions, please leave a 3”x5” card with your signature on the desk in front of the classroom.

Recording of lectures and discussions is not permitted

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation [for disability] under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.