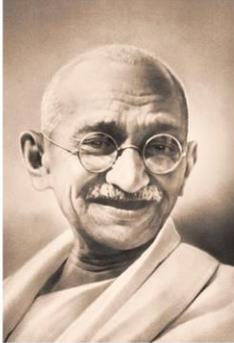


Spring 2013 course: **Peace Studies 2182/Sociology 2182**  
**Nonviolence in Peace/Democracy Movements**



**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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University of Missouri, Columbia  
Peace Studies 2182/Sociology 2182  
Critical Dialogs: Nonviolence in Peace/Democracy Movements

Professor Clarence Lo  
Spring 2013

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](mailto: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.

Topic: Immigration legalization movement 2008 (5 articles/book chapters). Feb 14.

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: MU student movement and anti apartheid protests in the 1970s and 80s. Feb. 26.

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

Topic: creative nonviolence: Catholic. Mar. 12.

Topic: black bloc anarchism: Seattle. Mar. 14.

*Occupy Nation: The Roots, the Spirit, and the Promise of Occupy Wall Street*, Todd Gitlin. 2 persons. Mar. 14.

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:

*Whatever Happened to the Egyptians*, Galal Amin. *The Yacoubian Building*, Alaa al-Aswany. *Overstating the Arab State*, Nazih Ayubi. *Being Arab*, Samir Kassir. Apr. 18.

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.

*Weeks 2-5* (Jan. 29 - Feb. 21) **The US civil rights movement and nonviolence/violence.**

Meeting 3 (Jan. 29): Social movements works about fear/emotion. James Jasper, *The Art of Moral Protest*. Francesca Polletta, *It Was Like a Fever*. Doug McAdam, *Freedom Summer*

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

5-6 (Feb. 5 – 7) Historical explanation and the political process model. The Great Migration from the South (art exhibit “They Seek a City: Chicago and the Art of Migration, 1910–1950” <http://www.artic.edu/exhibition/they-seek-city-chicago-and-art-migration-1910-1950>.) *The Great Migration: An American Story*. Jacob Lawrence and Walter D. Meyers. The Museum of Modern Art, New York and the Phillips Collection. New York: Harper Collins Publishers, 1993. Indigenous organization. <http://blackstudies.missouri.edu/black-history-month/black-history-month-calendar/month.calendar/2013/02/20/->.html  
Reading: *Political Process Black Insurgency*, chapters 5, 6.  
Due Feb 5: outline:  
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Due Feb. 5: conceptual 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

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*

Student presentations: Topic: Immigration legalization movement 2008 (5 articles/book chapters). Feb 14.

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.

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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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Weeks 6-9 (Feb. 26 - Mar. 19) **Antiwar/ Student/ Occupy movements.**

11 (Feb. 26): Liberal, anti-communist consensus and rupture. Civil rights movement in the confines of American liberalism, contrasted to antiwar movement and its questioning of Cold War corporate liberalism. The processes of consensual decision-making.

Film excerpts: *Berkeley in the Sixties*

Media coverage of movements

Reading: *Whole World is Watching*, chapters 2, 3

**Student presentations:** Topic: MU student movement and anti apartheid protests in the 1970s and 80s. Feb. 26.

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

15 (Mar. 12): Nonviolence, community, and social welfare in America and religion: the Society of Friends (Quakers). Violence and non-violence in the working-class democracy movement in 19th century England (Chartism).

Student presentations: Topic: creative nonviolence: Catholic. Mar. 12.

16 (Mar. 14): Occupy and anarchism

Student presentations: Topic: black bloc anarchism: Seattle. *Occupy Nation: The Roots, the Spirit, and the Promise of Occupy Wall Street*, Todd Gitlin. (2 persons) Mar. 14.

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 Jazeera* (the movie)

coverage of Arab spring

Reading: *Battle for Arab Spring*, chapters 1 through 3 inclusive

**Student presentations:** books giving an Arab perspective on democratization and revitalization and peace in the Arab world: *Whatever Happened to the Egyptians*, Galal Amin. *The Yacoubian Building*, Alaa al-Aswany. *Overstating the Arab State*, Nazih Ayubi. *Being Arab*, Samir Kassir. Apr. 18.

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

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26 (Apr. 25) Discussion of chapter on Egypt, worksheet due

Reading: *Battle for Arab Spring*, chapter 5

Student presentations: What's happened recently: Egypt.  
*Revolution 2.0: The Power of the People Is Greater Than the  
People in Power: A Memoir*, Wael Ghonim. (Apr. 25)

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.

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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](mailto: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, A038 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.