OFFICE HOURS

Office Hours: Thursday  4:00-6:40 PM  
Room: Nasitir Hall 220  
Phone: 594-1323

REQUIRED BOOKS


RECOMMENDED BOOKS


There are also required readings that are in the documents folder in Blackboard.  See class schedule.

LEARNING OBJECTIVES

1. Be able to describe the current social science findings of nonviolent collective action, in both authoritarian and democratic states
2. Identify the leading historical movements of nonviolent resistance and their significance in today's world system
3. Explain and analyze in-depth one major contemporary campaign of nonviolent resistance in terms of current theoretical approaches
4. Summarize the social scientific justifications for nonviolent collective action for social change versus violent action
5. Identify main phases in the development of nonviolent practice and the contemporaneous key practitioners
GRADING

The class grade is based on several criteria: (1) Four quizzes given throughout the semester; (2) the average grade of several random, in-class pop quizzes; (3) a combined grade for classroom attendance and participation; (4) a grade for the questions on readings that are turned in weekly; (5) a short written project based on the Hansen-Mobilization Conference on Nonviolent Strategies. Each of these is worth 10% of the final grade. The lowest is dropped to equal a total of 70% of the final grade. Then there is (6) a term paper and (7) a final exam (each is worth 15% of the final grade and are not included in the evaluation criteria that can be dropped)

1. QUizzes. There will be four quizzes during the semester. They will consist of about 30 multiple-choice questions. There is also a fifth quiz is about twice as long as a midterm quiz. This is given on the scheduled time during exam week. One half of the final quiz will focus on the material from the previous two weeks (basically, a typical midterm quiz) and the other half will have questions that look back upon the material we have covered the course’s first 12 weeks (but not the same questions as previous quizzes). This final exam is worth 15% of the total grade. Dates for the quizzes are listed in the class schedule. For all quizzes, you will need Scantron form 882E. Makeup quizzes are not given except for emergencies where written evidence is provided that shows that you could not take the quiz. Work schedules, social events, trips, family celebrations, and vacations are not emergencies. Colds, allergies, and headaches are inconvenient, but not legitimate medical excuses. If a test is missed, a zero will be recorded as the grade, but you can take it as the lowest score to drop (this does not apply to the final). If written evidence is provided for a legitimate medical or legal emergencies, make-up exams will be administered one day only in the fourteenth week of the semester. All grade assignments are based to the common grading standard: A = 90 % - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; and F = 59% and lower.

2. CLASS ATTENDANCE AND PARTICIPATION. A lot of learning takes place during our classroom discussion and students are partly tested on that material. Bring the current readings being covered to class because these are the focus of discussion.

In reviewing patterns from previous classes I have taught, I see that students who get As and Bs do not miss many classes. In fact, many of them have perfect attendance. On the other hand, students who do poorly typically have a lot of absences. Part of the reason for this is that excessive absences hurt your participation grade. However, it seems that the more important factor is that excessive absences diminish your ability to do well in quizzes. Missing a class means that you miss lecture material and discussion that will be the basis of exam questions (and maybe a pop quiz). To encourage attendance, roll is taken every class. By the way, if you are late, that is, if you come in after attendance is taken, it’s ½ an absence, so don’t let these pile up either. You should see me after class to make sure you are not given a full absence. At the end of the semester, if you have no absences = 100%, one absence, 90%; two absences, 80%; three 70%; four 60%; and so on.

Attendance at the Hansen-Mobilization Conference on Nonviolent Social Change Strategies, held in April in Aztec Center is also required. There is a project assignment (see below) that requires your attendance.

This attendance grade then averaged with a participation grade, which will be assigned qualitatively by the professor, ranging from A = excellent to F = failing, based on your engagement in classroom discussions. These are inherently subjective. The rule of thumb I go by is that the average student does not participate much, and if you don’t, average = C. If you ask questions, participate; come to office hours, the grade for this component goes up from there. If a lack of participation is compounded by especially grievous behavior, such as disrupting class, rudeness, disrespect to others, or videos, leaving class in the middle of lecture, the student might get a D or F.
Students may augment their participation grade by coming to office hours of the professor for extra help in class or just to discuss class topics. Your questions, comments and ideas are welcome in visits during scheduled office hours. An overall grade for attendance and participation is calculated by averaging the attendance score and the score that the professor assigns for participation. This grade then makes up 10% of the final grade, or equal to one quiz.

3. POP QUIZZES. Students must buy a package of mini-scantrons (Quizstrip, form 815-E) and bring them to class each session. There will be several short, quizzes (usually 5 questions) based on assigned reading and discussions throughout the semester. The average of all pop quizzes will count for 10% of your total grade. If you miss a pop quiz because of an absence, it is scored as a zero. There are no makeups for pop quizzes, but you can drop the average pop quiz grade, if it is the lowest.

4. WRITTEN QUESTIONS. This is not a heavy assignment, and an easy way to help your grade. It is easily accomplished as you do the assigned readings. On each Thursday, except when quizzes are scheduled, students are asked to turn in six questions each week based on the assigned readings for the class. These questions should be about items that you don’t understand in the reading. I want to know what parts of the assigned readings you are having trouble understand. I will cover in class the questions that occur frequently or which are especially important. I will cover in class a question that seems especially relevant or thought provoking, but—obviously—I will not be able to go over all the questions for reasons of time. I encourage students to take time to jot down questions and thoughts that occur to them as you do the reading (this is by far the easiest way to do it), and I guarantee that I will answer many of them. They are indications to me of what you have trouble understanding.

For last question (the sixth) I want you to write one, thoughtful, multiple-choice question based on any part of the assigned reading. Compose a clearly worded question with four choices, and indicate the correct answer (see the example on the next page). I want to see that you have taken time to think about this. This should be about the material that you think is most important, most interesting, or the most difficult. I will occasionally pick a few of the best questions you write and use them for review. Others I might change and use in quizzes. I have found that asking students to compose questions gives good indications of what you understand, what you do not, and if there is fuzziness in your understanding. You must have a thoughtful, multiple-choice question included at the end of each set of questions you turn in or you will not get credit.

Questions for the assigned readings are to be turned at the beginning of the class. No late questions or questions for previous weeks readings are accepted. Reading assignments are not heavy for this course and this rule will be strictly observed, both for the purposes of record keeping and to encourage you do the readings when they are assigned.

Students will be assigned a score for questions based on the number of weekly assignments they turn in. If you do them all, and they are acceptable quality = 100%, 13 out of 14 = 93%; 12 of 14 = 86%, and so on. This grade is worth 10% of your overall course grade. A running total for questions will be posted on Blackboard. However, it is often not current because it takes to review them and record them.

5. TERM PAPER
Over the course of the semester, you will develop a 10-15 page term paper that features a nonviolent social movement of your choice. Any of the sociological concerns addressed in the course regarding nonviolent resistance and mobilization may be pursued as a means of focusing your inquiry. Special attention should be paid to assessing the effectiveness of nonviolent strategies and tactics deployed as part of the movement and how such choices influence the kinds of concerns mentioned above (15% of the final grade).
6. **PROJECT**
A 5-page written project that is due two weeks after the Hansen-Mobilization conference. Students are asked to choose one of the plenary papers or research section papers and analyze it in terms of the concepts that are developed in our class. Attendance at the plenary sessions of the conference is required. You grade will be based on the written document and component that includes an evaluation of the presentation to the class of your analysis.

**COURSE SCHEDULE (Tentative)**

**WEEK 1.** Introduction to Nonviolent Challenges and the Political Process
Nepstad text: “What Nonviolence is and What it is Not”
Ackerman and DuVall "Victory without Violence" In Bb folder for week 1
Boaz and DuVall, "Defying Violence with Democracy." In Bb folder for week 1
Nepstad, “Nonviolent Resistance Research” in Johnston text

**WEEK 2.** Participation in Nonviolent Mobilization
Nepstad text: “Religious and Ethnical Positions on Violence and Nonviolence”
Sharp text, "198 Methods of Nonviolent Action."
Bell, Nancy. "Alternative Theories of Power." In Bb folder for week 2
Johnston, Hank “Nonviolent Social Movements” in Johnston text

**WEEK 3.** Quiz 1 The quiz will take up the first 50 minutes of the class. No makeups, no rescheduling, no excuses.
Organizing for Nonviolent resistance
Nepstad text, “Strategies of Nonviolent Resistance”
Schock text, pp. xv-23

**WEEK 4.** Nonviolent Action and Bringing Down a Dictator
Chenowith “Armed Insurgencies and Contemporaneous Nonviolent Campaigns” in Johnston text
Ackerman and DuVall "With Weapons of the Will" in Bb folder for week 4
Nepstad text, “Types of Nonviolent Action”

**WEEK 5.** Political Process and Opportunities for Nonviolent Action
Schock text, pp. 24-55
Nepstad text, “Dynamics of Nonviolent Struggles”
Franklin “Civil Resistance against Authoritarian Regimes” in Johnston text
Lawson, “Revolution, Nonviolence, and the Arab Uprisings” in Johnston text
Johnston, “Political Movements” in Bb folder for week 5

**WEEK 6** The Paradox of Repression. Quiz 2 No makeups, no rescheduling, no excuses. The quiz will take up the first 50 minutes of the class.
Turn in topic for term paper
Ackerman and DuVall, on Burma, China, and Thailand, in Bb folder for week 6
Schock text, pp. 91-119
Tarlau, “Education and Resistance in the MST Movement,’ in Johnston text
WEEK 7 Mohandes K. Gandhi and Principled Nonviolence
A Force More Powerful documentary
Sharp text, 113-142 (India)
Gandhi and the Indian Freedom Movement
Gandhi "Non-violence" in Bb folder for week 7
Schock text, pp 56-90
Ackerman and DuVall, "India: The Movement for Self-Rule" in Bd folder for week 7

WEEK 8 Nonviolent Tactics and the Hegemonic State
Sharp text, 245-270 (Burma, China), 299-314 (Thailand)
Ackerman and DuVall, "Campaign against Apartheid" in Bb folder for week 8
Nepstad text, "Outcomes and Consequences of Nonviolent Struggles"
Seidman, “Guerrillas in their Midst” in Johnston text

WEEK 9. Quiz 3 No makeups, no rescheduling, no excuses. The quiz will take up the first 50 minutes of the class. Struggle against Dictatorships in Latin America
Ackerman and DuVall, “Argentina and Chile” in Bb folder for week 8
Johnston, “Nonviolence Tactics and High-Capacity Authoritarianism” in Johnston text
Sharp text pp. 217-221 (Argentina),

WEEK 10 Strategic Nonviolent Action: the Fall of Communism
Video documentary, “Solidarnosc”
Ackerman and DuVall, “Poland: Power from Solidarity” in Bb folder for week 10
Sharp pp. 277-285 (Latvia) Sharp pp. 271-276 (Czechoslovakia)
Thursday and Friday, attend Hansen-Mobilization Nonviolence Conference

WEEK 11 Strategic Nonviolent Action: the Fall of Communism (cont’d)
Video documentary, The Wall
Ackerman and DuVall, “China and Eastern Europe” in Bb reading for week 11
Nepstad text: “Armed Forces, Defections and Democratic Change”
Schock text, pp. 120-141
Turn in rough draft of term paper for peer review

WEEK 12 The New Millenium and its Color Revolutions
Hansen-Mobilization Conference Project Due
White et al., “Nonviolence as a Weapon of the Resourceful” in Johnston text.

WEEK 13. Quiz 4. No makeups, no rescheduling, no excuses. The quiz will take up the first 50 minutes of the class.
Placing Nonviolent Action within the Sociological Study of Social Movements
Johnston, "What do Social Movements Do" in Bb folder for week 13
WEEK 14. Nonviolence and a World without War.
TERM PAPER PRESENTATIONS
Ackerman and DuVall, “The New World of Power” in Bb folder for week 14

WEEK 15. Nonviolence and a World without War, (cont’d)
TERM PAPER PRESENTATIONS (cont’d)
Ackerman and DuVall, “Victory without Violence” in Bb folder for week 15
Sharp text, pp. 341-356

FINAL PAPERS DUE TODAY

FINAL EXAM PLEASE CHECK FINAL EXAM SCHEDULE