

Studies in Nonviolence

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Suggested Course Outline

I. Theory

A. *Fundamental Theories*

1. Key Definitions and Terms
2. Power
3. Methods of Nonviolence

B. *Thinkers*

1. Major Authors
2. Backgrounds
3. Writings

II. American History

A. *Through 1900*

1. Native American
2. Colonial
3. Abolition
4. Temperance
5. Labor

B. *1900-1945*

1. Progressivism
2. Women's Suffrage
3. Third Parties

C. *1945-Present*

1. Civil Rights Movements

D. *Artists*

III. International History

A. *Africa*

1. South Africa and Apartheid

B. *Asia*

1. India
2. China
3. Philippines

C. *Europe*

1. Denmark
2. Poland
3. Eastern Europe

D. *South America*

1. El Salvador
2. Argentina
3. Chile

E. *Religions*

1. Belief v. practice
2. External v. Internal

IV. Current Issues

A. *Media*

B. *Modern political/religious conflicts*

C. *School/community violence*

Studies in Nonviolence Essential Curriculum

Unit I: Foundations

GOAL 1: STUDENTS WILL UNDERSTAND THE FUNDAMENTAL THEORIES WITHIN THE FIELD OF NONVIOLENCE, FORMING A FRAMEWORK WITH WHICH TO EXAMINE THE REMAINDER OF THE COURSE.

Objectives: Students will be able to:

- a. Define violence and support definition with examples from their lives and experiences.
- b. Describe perceptions of violence and nonviolence.
- c. Analyze the difference between “hot” and “cold” violence.
- d. Define nonviolent resistance, civil disobedience, and pacifism.
- e. Examine the term power, and compare structures of authority in general
- f. Delineate between situations where a person or group has *power over* another, or *power with* another.
- g. Assess how violence is used as a way to gain power, authority, and control of people on a small or large scale.
- h. Categorize modern attempts to solve conflict as violent or nonviolent.
- i. Compare current attempts to solve conflicts in a nonviolent manner with Gene Sharp’s 198 methods of nonviolence.
- j. Discuss the terms *leverage*, *voice*, *sacrifice*, *discipline*, and *message* as they apply to the success rate of nonviolent action.

GOAL 2: STUDENTS WILL EXAMINE THE WRITINGS OF NONVIOLENT PROPONENTS.

Objectives: Students will be able to:

- a. Identify world authors who have contributed to the library of nonviolent thought, such as: Henry David Thoreau, Leo Tolstoy, Dr. Martin Luther King, Jr., Jane Addams, Mohandas Gandhi, and Arundhati Roy
- b. Compare the backgrounds of nonviolent thinkers profiled in the above objective.
- c. Evaluate the plausibility of key nonviolent writings within the contemporary world.

Unit II: American History

GOAL 1: STUDENTS WILL UNDERSTAND HISTORICAL EXAMPLES OF NONVIOLENCE IN NORTH AMERICA UNTIL 1900.

Objectives: Students will be able to:

- a. Examine the effectiveness of the Iroquois Federation as a nonviolent organization, and to the leadership of both real and legendary figures such as De-ka-nah-wi-da and Hiawatha.
- b. Discuss the colonists’ use of nonviolent protest in their search for independence in the late 18th century.
- c. Evaluate the effectiveness of some abolitionists as a nonviolent movement against slavery.
- d. Evaluate the effectiveness of some temperance societies as nonviolent protests against alcoholism.

- e. Identify major nonviolent historical figures of American history in the 18th and 19th centuries, such as: William Penn, Frederick Douglass, Susan B. Anthony, and Lucretia Mott.
- f. Assess the use of nonviolence by labor movements against the concentration of wealth and power in the “Gilded Age.”

GOAL 2: STUDENTS WILL UNDERSTAND HISTORICAL EXAMPLES OF NONVIOLENCE IN THE UNITED STATES DURING THE EARLY 20TH CENTURY.

Objectives: Students will be able to:

- a. Analyze the work of journalists, authors, and photographers as nonviolent action during the Progressive Movement.
- b. Examine conscientious objection in relation to war efforts through historical settings (World Wars I and II, Vietnam, Gulf Wars, etc.).
- c. Contrast the strategies of Booker T. Washington and W.E.B. DuBois in effecting change in the African American community.
- d. Analyze the Women’s Suffrage Movement as a nonviolent force for political change.
- e. Critique the effectiveness of nonviolent action by various Third Parties in American politics to effect change.

GOAL 3: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE PLAYED IN THE AMERICAN CIVIL RIGHTS MOVEMENT OF VARIOUS GROUPS

Objectives: Students will be able to:

- a. Explain the relationship between individual leaders and mass movements during the 1950s, 1960s, and 1970s.
- b. Contrast the strategies of various civil rights leaders, such as: Dr. Martin Luther King, Jr., Malcolm X, Shirley Chisholm, Julian Bond, Barbara Jordan, John Lewis, Gloria Steinem, Cesar Chavez, etc.
- c. Discuss the roles played by various organizations—such as SCLC, SNCC, NAACP, the Urban League, NOW, AFL-CIO, ACLU, NCLR—in the evolution of American civil rights.
- d. Assess the use of nonviolence by different political or economic minority groups to achieve progress toward equality.

GOAL 5: STUDENTS WILL UNDERSTAND THE ROLE ARTISTS PLAYED IN NONVIOLENT ACTION IN THE UNITED STATES DURING THE 20TH CENTURY.

Objectives: Students will be able to:

- a. Analyze song lyrics of multiple generations for common themes in protest songs.
- b. Evaluate the effectiveness of musicians and visual artists to raise consciousness of political issues to a larger audience.
- c. Use a work of fiction to show how novelists can use literature to affect social or political change nonviolently.

Unit III: International History

GOAL 1: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE HAS PLAYED IN SOLVING CONFLICTS IN AFRICA.

Objectives: Students will be able to:

- a. Analyze the effectiveness of nonviolence within and outside South Africa in the ending of apartheid.
- b. Assess Gandhi's ability to affect social and political change in South Africa.

GOAL 2: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE HAS PLAYED IN SOLVING CONFLICTS IN ASIA.

Objectives: Students will be able to:

- a. Assess Gandhi's ability to affect social and political change in India's fight for independence.
- b. Evaluate the student movement within China during the 1980s and 90s in effecting social change.
- c. Determine the effectiveness of Benigno Aquino in the democratization of the Philippines in the 1970s and 1980s.

GOAL 3: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE HAS PLAYED IN SOLVING CONFLICTS IN EUROPE.

Objectives: Students will be able to:

- a. Assess the role nonviolence played in Denmark during World War II as a factor in the defeat of Adolf Hitler.
- b. Explain the Solidarity Movement within Poland as a nonviolent political force.
- c. Evaluate the use of nonviolence in Eastern European countries—such as Czechoslovakia, Yugoslavia, Romania, etc.—in the break-up of the Communist Bloc in the 1980s and 1990s.

GOAL 4: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE HAS PLAYED IN SOLVING CONFLICTS IN SOUTH AMERICA.

Objectives: Students will be able to:

- a. Discuss the use of nonviolence to achieve victory in El Salvadorean politics in the 1940s.
- b. Describe the nonviolent resistance of Argentines during the 1970s and 1980s.
- c. Describe the nonviolent resistance of Chileans during the 1970s and 1980s.

GOAL 5: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE PLAYS WITHIN MAJOR WORLD RELIGIONS

Objectives: Students will be able to:

- a. Explore peace, nonviolence, and pacifism as a part of many different religions through each religion's texts and practices.
- b. Discuss different religions' desire for peace, and the history behind their conflicts with other religions.

Unit IV: Current Issues

GOAL 1: STUDENTS WILL UNDERSTAND THE ROLE NONVIOLENCE CAN PLAY IN THEIR OWN WORLD.

Objectives: Students will be able to:

- a. Analyze several current pieces of pop culture: music, television, film, and literature, for overt or hidden messages of violence or nonviolence.
- b. After examining recent research, determine the role violence plays in video games and discuss its possible psychological effects on game players.
- c. Role-play nonviolent solutions to current religious conflicts around the world.
- d. Identify a current problem on the local, state, or federal level, and propose a nonviolent solution to it.
- e. Discuss the role modern international advocacy networks play in solving global conflicts.
- f. Debate the statement, “A protester is a patriot.”
- g. Examine peer mediation tools taught in elementary and middle schools and their application to school and life.
- h. Explore violence in American schools, specific instances of this violence, and the roots of the events.
- i. Compare the concepts of bullying and physical assault within and outside of a school setting.