University Studies
Cluster Proposal Cover Sheet
2004-2005

Cluster: Community Studies
Title of course: Intro to Nonviolence
Course Number: CR 4170
Proposing Faculty: Tom Hastings
Cluster Coordinator: Sy Adler

Cluster Course to New Cluster

Other clusters this course is assigned to:

Non 'U' course proposed to Cluster
Removal

UNST Committee-- PASS: Yes ☐ No ☐
If no, reason: _________________________________

UCC Committee-- PASS: Yes ☐ No ☐
If no, reason: _________________________________
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster

PROPOSING FACULTY (Name, signature, and department)
Tom H. Hastings, Conflict Resolution

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION:
Introduction to Nonviolence, CR417U

Introduction to Nonviolence, CR417U, is a course focused on an analysis of history of group-to-group nonviolent action, of campaigns for social change in communities around the world, of nonviolent ethnic and national liberation, and of protection of populations and their resources, through witness, interposition and other nonviolent strategies and tactics. The course also surveys the roots of the practitioners from religious to secular, personal to political and studies examples of success and failure. Techniques and communications skills are stressed. Some simulation and some multimedia elements increase understanding.

B. DEVELOPMENT
This course was initially developed as a combination undergraduate/graduate course and has evolved into two courses. The Introduction to Nonviolence includes more history, a focus on personalism and community-building, and exegesis of the various components of power.

C. AVAILABILITY
With what regularity has the course been—or will the course be—offered?
Introduction to Nonviolence will be offered annually, in winter session.

D. PREREQUISITES
List any course prerequisites beyond the cluster Sophomore Inquiry course.
none

2. COURSE OUTLINE.
Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

Each major topic covers two subtopics, each of which takes two in-class hours.

Week one: Nonviolence overview
Definitions
Needs and possibilities

Week two: Theories of Nonviolence
Political
Psychological

Week three: History of ad hoc nonviolent campaigns
pre-20th century
20th century

Week four: History of peace religions and utopian communities
Jainism and other select Eastern nonviolent traditions
Mennonites and other select European nonviolent traditions

Week five: History and analysis of Gandhian nonviolence
Context of Gandhian development
South Africa and India

Week six: Civil Rights to Human Rights
US adoption and adaptation of Gandhian nonviolence in 1950s-1960s
Sequealae social, human rights and environmental movements around the world

Week seven: Nonviolence and Democracy
Systemic interest-based, community-driven approach to change
Media, transparency and nonviolent effectiveness

**Week eight: Techniques**
Nonviolent communication in, between and amongst communities
Identity, community and inclusivity

**Week nine: Simulation**
Four-hour simulation, constructed by class.

**Week ten: Student presentations**
Each student presents final paper; each approved topic generated review of course materials as they apply to topics of student research.

**texts:**

This course has been taught by Tom H. Hastings three times and he is the instructor prepared to teach it each year.

3. GENERAL EDUCATION GOALS.
   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
   Discuss the course content in relationship to the thematic focus of the cluster.
   Introduction to Nonviolence is an effort to bridge the obscure history of nonviolent success on the one hand and offering strategic analysis and technique on the other. It is of particular potential value as an offering in the Community Studies cluster because the origins and ultimate benefits of nonviolent methods of social defense and change are community-based. Since we employ elements of History, Psychology, Communications, Sociology, Political Science and related fields, this course is truly interdisciplinary.

   B. UNST GOALS
   Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).
   The very perspective that conflict is inevitable and that a society must adequately assess its options is a part of critical thinking fostered by this course of study. Consistently throughout the student is encouraged to apply all available critical thinking skills to this set of complex, interdisciplinary questions. To understand the efficacy of nonviolence requires reframing, asking the counterfactual and generally thinking outside the box.
   Meeting the communications goals of this cluster is accomplished by this course in four ways. First, the class is discussion-based and all are expected to participate each class session. Second, each student presents on her final paper topic, thus combining a written paper and an oral presentation. Third, there are sections in the course devoted to conflict resolution communications skills. Fourth, an understanding of using media effectively in group-to-group conflict is a crucial component.
   With units on mass nonviolent liberation as a philosophy and set of strategies originating in indigenous communities, this course offers a unique element of diversity education. Our material emphasizes leadership historically from communities of color and examines the new model of women's leadership being offered by nonviolent peace and ecology movements around the world.
   The basic premise of the class is that there are essential ethical issues at stake in the very methods of conflict management and how they affect our abilities to build strong, empowered, durable, livable communities. Certainly the entire endeavor is about social responsibility to the nested and overlapping communities we all live in, and how we may better build and sustain them.

   C. CLASSROOM ENVIRONMENT
   Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.
   Since Introduction to Nonviolence is a discussion-based course with high expectations of participation and rotating co-facilitation, we can expect one outcome will be students who are more versed in posing and counterposing questions, articulating options for mutual gain and co-facilitating class sessions. While the professor sets up the framework and is involved moment-to-moment, students feel a great deal of the discipline of academic discussion is self-discipline rather than imposed, which is the hallmark of good conflict resolution courses.
PROPOSING FACULTY: Tom H Hastings

COURSE TITLE AND NUMBER: Introduction to Nonviolence, CR471U

OBTAIND CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): ___________________________ DATE: 10/01/2003

______________________________ DATE: _____________

CLUSTER COORDINATOR: ___________________ DATE: 10.2.03

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2003

COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ______________________ DATE: ____________

CHAIR, UNST COMMITTEE: ___________________________ DATE: ____________