

People usually choose nonviolence in dealing with conflict for either ideological or pragmatic reasons. Nonetheless, nonviolent struggle needs to be contextual and carefully planned in order to work effectively and efficiently. Nonviolence Studies 2018 will basically focus its attention on anything that should be done to increase the effectivity of nonviolent struggle. The class furthermore highlights various methods of nonviolent action, and how they are implemented to deal with vertical, horizontal, and systemic conflict.

By the end of the semester, the students are expected to be able to: (1) evaluate the effectivity of nonviolent struggle – **ELO 2, 3**, and (2) design a nonviolent action in response to the problems that they encounter in daily life – **ELO 1, 4, 6, 7**. The class will combine various learning methods to achieve that goals, ranging from class discussion, presentations, lectures/guest lectures, film-screening, and class project – **ELO 3, 5**. This class will be in parallel with Diah Kusumaningrum’s “Studi Nirkekerasan”.

This year Nonviolence Studies is offered to students from any concentration. As required by the university, students should have a 75% attendance rate. They are also expected to be respectful to nonviolent principles, and to NOT tolerate plagiarism, discrimination, bullying, racism, sexism, free-riding, cheating, and other violent behaviors.

The students will be grading on their participation (15%), memo (15%), mid-exam (20%), class project (25%), and a design of nonviolent education (25%).

Nonviolence Studies

Studi Nirkekerasan

**SPB2408IUP/SPB2416 – 3 credit(s) – 14 meeting(s) – FISIPOL BA204 – Mondays – 07.30-09.30 AM
(February – June Semester)**

instructor: Ayu Diasti Rahmawati, MA – adrahmawati@ugm.ac.id - 08157946065 – BA503 (with appointment)

Dr. Diah Kusumaningrum, MA



Participation

To ensure meaningful participation, students need to complete the required readings before each class.

Memo

Students will write 3 (three) memos on: (1) the ideas of a nonviolent thinker/practitioner; (2) a monumental case of nonviolent action; (3) a nonviolent action targeting systemic problems.

Mid-term Exam

The written exam would be in closed-book format, on the day set by the Faculty

Class Project

Students will be working in a group to design a nonviolent action in response to an ongoing case. Students will report their progress on the 9th until 13th meetings, and present the result in a 3-5 pages of op-ed on the 14th meeting.

Nonviolence Education

In replacement of a final exam, the student will make either games, albums, storybooks, or any other product which can be used to teach nonviolence.

The Nonviolence Studies class will be taught along this plan:

01 Remembering Nonviolence

[discussion, lecture]

What is nonviolence? Why do people choose nonviolence? How does it work? Why do we need to learn about nonviolence? How should we do so? [Kusumaningrum, 2005]

02 The 198 Methods

[discussion, lecture]

What are the 198 methods? Are there more of it? What are the challenges in making and using the existing nonviolent database? [Nonviolence International Database; Kusumaningrum & Rahmawati, 2016; Sharp, 1973]

03 Selma

[film, discussion]

Why was Selma successful? What strategy did they use in Selma? Can we achieve similar success in Indonesia? [Weber & Burrowes, 1991]

04 The Power of Nonviolence

[guest lecture*, discussion]

Why do we need to opt for nonviolence? What is the benefit? How can we increase its effectivity? [Dudouet, 2014; People Power: The Game of Civil Resistance]

05 The Philosophy of Nonviolence

[memo 1, talkshow]

What do Bertha von Suttner, Ella Baker, Hannah Arendt, Gandhi, M.L. King, Jr., Thich Nhat Hanh, etc. say about nonviolence?

06 Bringing Down a Dictator

[memo 2, discussion, lecture]

How does the consent theory of power *work*? [Ackerman & DuVall, 2000; Sharp, 2005; Sharp, 2002; Stephan & Chenoweth, 2008]

07 Breaching the System

[memo 3, discussion, lecture]

How to face an opponent who does not need our consent? [Martin, 2001]

08 Strategizing

[discussion, lecture]

Do you want to aim for mobilization, interruption, or defection? How to turn strategies into campaigns, tactics, and methods? [Popovic, *et.al.*, 2007, Ch. 7]

Mid Exam

[written, *closed-book*]

09 Contextualizing

[report 1, discussion, lecture]

How to map our and the opponent's strength? [Popovic, *et.al.*, 2007, Ch. 8]

10 Gathering Support

[report 2, discussion, lecture]

How to communicate our goal and strategies to others? [Popovic, *et.al.*, 2007, Ch. 9-10]

11 Building Leadership

[report 3, discussion, lecture]

How to coordinate and manage a nonviolent struggle? [Popovic, *et.al.*, 2007, Ch. 11; Alinsky, 1971]

12 Pushing for Action

[report 4, discussion, lecture]

How to make nonviolence as an offer one can't refuse? [Popovic, *et.al.*, 2007, Ch. 12]

13 Overcoming Challenges

[report 5, discussion, lecture, guest lecture**]

What are the challenges for those participating in a nonviolent struggle? How to overcome those challenges? [Popovic, *et.al.*, 2007, Ch. 13-14]

14 Let's Move!

[*op-ed*, reflection]

What can we do with all the knowledge and skills that we have learned from the class?

Final Exam

[nonviolence education]

* Dr. Veronique Dudouet, Programme Director for Conflict Transformation Research, Berghof Foundation

** Tiffany Easthom, Executive Director, Nonviolent Peaceforce & Mel Duncan, Director of Advocacy and Outreach, Nonviolent Peaceforce

Book(s) & Article(s)

- Ackerman, P. & DuVall, J. (2000). *A force more powerful: A century of nonviolent conflict*. New York: Palgrave.
- Alinsky, S.D. (1971). *Rules for radicals*. New York: Vintage.
- Arendt, H. (1970). *On violence*. Harcourt Brace International.
- Deming, B. (1971). New men, new women: Some notes on nonviolence. In Deming, B. (ed.). *We cannot live without our lives*. New York: Grossman Publishers.
- Dudouet, V. (ed.). (2014). *Civil resistance and conflict transformation: Transitions from armed to nonviolent struggle*. London: Routledge.
- Kusumaningrum, D. (2005). *The use of nonviolence in different power-relation settings*. M.A. Thesis. University of Bradford.
- Kusumaningrum, D. & Rahmawati, A.D. (2016). *Creating a nonviolence database in Indonesia*. (unpublished).
- Martin, B. (2001). *Nonviolence versus capitalism*. London: WRI. <http://www.uow.edu.au/arts/sts/bmartin/pubs/01nvc/nvcall.html>
- Petz, D. (2004). *Women and nonviolence: Methods and gender roles*. M.A. Thesis. European Peace University.
- Popovic, S., Djinovic, S., Milivojevic, A., Merriman, H., & Marovic, I. (2007). *CANVAS core curriculum: A guide to effective nonviolent struggle*. Belgrade: CANVAS.
- Satha-Anand, C. (1999). Teaching nonviolence to the states. In Tehranian M. (ed.) *Asian peace: Security and governance in the Asia-Pacific region*. London: I.B. Tauris.
- (2015). *Barangsiapa memelihara kehidupan: Esai-esai tentang nirkekerasan dan kewajiban Islam*. Jakarta: PUSAD.
- Sharp, G. (2005). *Waging nonviolent struggle: 20th century practice and 21st century potential*. Boston: Porter Sargent Publishers, Inc.
- Stephan, M.J. & Chenoweth, E. (2008). Why civil resistance works. *International Security*, 33(1), pp. 7-44.
- (1973). *The politics of nonviolent action*. Boston: Porter Sargent Publisher.

Database

- Damai Pangkal Damai
- Global Nonviolent Action Database: <https://nvdatabase.swarthmore.edu>
- Nonviolence International
Database: <http://nonviolenceinternational.net/wp/collection-categories-nonviolent-methods/>
- The Nonviolent and Violent Campaigns and Outcomes (NAVCO) Data Project:
https://www.du.edu/korbel/sie/research/chenow_navco_data.html

Film

- A Force More Powerful (York, 1999)
- Battle in Seattle (Townsend, 2007)
- Burning Season, The (Frankheimer, 1994)
- Edukators, The (Weingartner, 2004)
- Fahrenheit 451 (Truffaut, 1966)
- Gandhi (Attenborough, 1982)
- Hair (Forman, 1979)
- Harold and Maude (Ashby, 1971)
- Hunger (McQueen, 2008)
- Milk (van Sant, 2008)
- Mrs. Ratcliffe's Revolution (Eltringham, 2007)
- Names of Love (Leclerc, 2010)
- Romero (Duigan, 1989)
- Selma (DuVernay, 2014)
- Spring, Summer, Autumn, Winter, and Spring (Ki Duk, 2003)
- War of the Buttons (Roberts, 1994)
- Where Do We Go Now? (Labaki, 2011)
- Yes Men Are Revolting, The (Bichlbaum, Bonanno, & Nix, 2014)

Children's Storybooks

- Aani and the Treehuggers
- Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909
- Gandhi: A March to the Sea
- Harvesting Hope: The Story of Cesar Chaves
- Miss Paul and the President
- Peaceful Protest: The Life of Nelson Mandela
- Seeds of Freedom
- Sit-In: How Four Friends Stood Up By Sitting Down
- The Story of Ferdinand
- We March

Websites

- [A Force More Powerful](#)
- [Albert Einstein Institution](#)
- [Center for Applied Nonviolent Action and Strategies](#)
- [International Center on Nonviolent Conflict](#)
- [Irish Network for Nonviolent Action Training and Education](#)
- [Nonviolence International](#)
- [Nonviolent Peaceforce](#)
- [Sarvodaya](#)
- [War Resisters' International](#)
- [USIP>Nonviolent Action](#)

Game People Power: The Game of Civil Resistance: <http://www.aforcemorepowerful.org/game/>

Grade Rubrication

Component	Grade			
	A (4.00/4.00)	B (3.00/4.00)	C (2.00/4.00)	D (1.00/4.00)
Participation	excellent and authentic contribution to class activities	good contribution to class activities	fair contribution to class activities	poor contribution to class activities
	full and on-time attendance	80% attendance at the least	75% attendance at the least	less 80% attendance at the least
	thoroughly attentive and respectful to all class activities and other class members	attentive and respectful to class activities and other class members	fairly attentive and respectful to class activities and other class members	less attentive and respectful to class activities and other class members
Memo	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	excellent writing structure, effective and precise use of languages, on-time submission	good writing structure, effective use of languages	fair writing structure, less effective use of languages	poor writing structure, ineffective use of languages
	<i>well-researched</i> , excellent understanding on the readings' stance/position in the larger field of study, excellent use of reference	<i>well-researched</i> , good understanding on the readings' stance/position in the larger field of study, good use of reference	fair understanding on the readings' stance/position in the larger field of study, fair use of reference	poor understanding on the readings' stance/position in the larger field of study, poor use of reference
Mid-term exam	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	excellent and well-structured argument	good and logical argument	fair argument	poor argument
	well-researched, excellent understanding on the readings' stance/position in the larger field of study, excellent use of reference	well-researched, good understanding on the readings' stance/position in the larger field of study, good use of reference	fair understanding on the readings' stance/position in the larger field of study, fair use of reference	poor understanding on the readings' stance/position in the larger field of study, poor use of reference
Class project and nonviolence education	excellent comprehension on the issue, excellent conceptual application, excellent analysis	good comprehension on the issue, good conceptual application, good analysis	fair comprehension on the issue, fair conceptual application, fair analysis	poor comprehension on the issue, poor conceptual application, poor analysis
	excellent and well-structured argument, on-time submission for weekly progress report, op-ed article, and class project on nonviolence education	good and logical argument	fair argument	poor argument
	well-researched, excellent comprehension on the subject's position in the society	well-researched, good comprehension on the subject's position in the society	fair comprehension on the subject's position in the society	poor comprehension on the subject's position in the society