

Instructor: Dr. Kathleen S. Yep
Office: Bernard 215, PZ
Email: kathleen_yep@pitzer.edu

Fall 2007, Pitzer College
Class Location: Broad Hall 214, PZ
Class Time: T/Th: 2:45- 4:00 p.m.

ASIAN AMERICAN STUDIES 84: NONVIOLENT SOCIAL CHANGE (cross-listed SOC84)

DESCRIPTION:

Asian American Studies emerged out of the longest student strike in the history of the United States. The third world liberation front used nonviolent social protest to call for educational relevance and greater access to higher education. With a critical analysis of oppression and imperialism, the 1968 Third World Strike led to the institutionalization of Ethnic Studies. As such, it is a natural extension that an Asian American Studies class examines the history, philosophy, and practice of nonviolent social change.

Ranging from El Salvador in the 1940s, South Africa in the 1970s, and the Philippines in the 1970s and 1980s, popular movements have contested structural inequalities through nonviolent strategies of action. This class takes a comparative racial approach to examine the history, philosophy and practice of nonviolent social change. Linking the local and global, this course draws from case studies in the United States, India, South Africa, Chile, and Vietnam.

The class opens with select historical nonviolent social movements, then it examines nonviolent philosophies, and it closes with a synthesis of students' understanding of the history, philosophies, and practices of nonviolent social change.

Nonviolence is neither the absence of violence nor passively avoiding violence. It is an active engagement with society in order to fight for justice and freedom for all humans. Mohandas Gandhi conceptualized nonviolence as soul-force or satyagraha to mobilize Indians to challenge British colonialism in the early 1900s. Cesar Chavez and Philip Vera Cruz deployed non-violent mobilization techniques with the United Farm Workers to bring together Chicano/Latino and Filipino agricultural workers to demand better labor conditions in the 1960s. Nominated for the Nobel Peace Prize by Martin Luther King, Jr. Thich Nhat Hanh approaches nonviolence as inter-being to organize social welfare and peace campaigns during the Vietnam War. Drawing from Christian theology, Martin Luther King Jr. conceptualized nonviolence social change on the basis of agape during mass campaigns against Jim Crow laws in the racially segregated and virulent United States.

This class is based on a participatory education model and so your commitment to be an active contributor is essential to the learning process for all. The readings are in a smaller quantity but are dense theoretically. The purpose is for students to read them closely multiple times before class and to be able extrapolate from them in class. Please bring your reading to class in order to be able to refer to it during discussions.

COURSE OBJECTIVES:

- 1) To compare and contrast of nonviolent social change tactics with nonviolent social change praxes
- 2) To introduce how social movements arise, what strategies are deployed, and how the strategies impact the outcomes

- 3) To further cultivate your analytical toolkit through concepts such as interbeing and satyagraha.

NOTE: The structure and content of this course is influenced heavily by Pace E Bene's "Engage: From Violence to Wholeness" curriculum, Facing History and Ourselves curriculum, and the praxes of Michael James and Debbie Lee.

COURSE READINGS: <http://sakai.claremont.edu>

ELECTRONIC PORTFOLIO:
<http://sakai.claremont.edu>

By the end of week 1:

Create a category with your name, last name first (e.g., Huerta, Dolores)

Under the category of your name, create these topics:

- 1) Class Assignments
- 2) Community Placement

To post assignments, go to the topic, click on it, and click on reply to topic. You may either cut and paste into the box or attach a word document

For assistance: Joanne Zhang, Instructional Technology, Bernard First Floor

REQUIREMENTS

- **Student Facilitation at Pitzer: (10%)** In small groups, you will facilitate a class session. You must pass-out a handout to the class at the beginning with the learning objective and what demonstrable evidence that this learning objective was achieved. The purpose of the student facilitation is to teach main concepts from the reading in relation to the course objectives.
- **Community Placement Assignments and 5 reflections: (20%)**
 - Log sheet signed by placement supervisor and showing 30 hours
 - Evaluation by the placement of you
 - Your evaluation of the placement
 - 5 Reflections: Describe an anecdote in detail regarding violence and nonviolence praxis and reflect on the anecdote in relation to the concepts and paradigms from class. (300 word minimum)
- **Complete 30 hours and teach a workshop at placement site: (10%)**
- **In-class exam (30%)**
- **Take-home final exam: (30%)**

SECTION 1: OVERVIEW

WEEK 1: 9/4; 9/6

Tue: Intro

Thu: Definitions/ Conceptual Map

Due:

- Visual representation of your name, your talents, your communities (this will be shared with the entire class)
- Fill out survey
- Set-up Sakai account
- Ask three people in-person what they think nonviolent social change is. What were people's responses? What did you notice in their reactions?

WEEK 2: 9/11; 9/13

Tue: Workshop #1

Reading:

Walter Wink, "Popeye and the myth of redemptive violence" (Engage, 51)

Martin Luther King, Jr., Principles of Nonviolence (Engage, 160)

Shelley Douglass, "The Power of Non-cooperation" (Engage, 63)

Statements About Violence, Engage 34

Reflections on Nonviolence, Engage 91

Mohandas Gandhi, We Each Have A Piece of Truth, Engage 72

Thu: Workshop #1 (Continued)

Reading:

- 1) Jerry Large, "The Costs of a Violent Society" (E 22-23)
- 2) Cynthia Stateman, Soul Force, Engage 41-43
- 3) Ken Butigan, The Love Walks, Engage 80
- 4) Mohandas Gandhi, My Faith in Nonviolence, Engage 62
- 5) Thich Nhat Hanh, Compassion, Engage 95

SECTION: NONVIOLENT SOCIAL MOVEMENTS/ COMMUNITY PLACEMENTS

WEEK 3: 9/18; 9/20 (KY at conference)

Tue:

Video: A force more powerful (Chile)

Video: A force more powerful (Consumer Boycotts in South Africa)

Reading:

Ackerman and Duvall, A Force More Powerful, New York: St. Martins Press/Palgrave, Ch. 6, 7, 9, 10

Thu: CCCSI

Reading:

Mark Mauer & The Sentencing Project, *Race to Incarcerate*, New York: The New Press, Ch. 1, 2, 3. (26 pgs)

Blog on Youth Prison Tours at Stark in Chino, Division of Juvenile Justice

<http://ellabakercenter.org/blog/?p=42>

A 2004 legislative analyst office review of the California Youth Authority Infrastructure (16 pgs.)

www.lao.ca.gov/2004/cya/052504_cya.pdf

Community Placement Assignment Due: What days are you able to volunteer? How will you get there? What site will you be working at? Why did you pick this site? What concerns and hopes you have about working with and learning from this community?

WEEK 4: 9/25; 9/27

Tue: Discussion of placements

Reading:

Video: The Fall of the I-Hotel (58m)

Video: Labor Women (35m)

(Videos are located at CAPAS, Mead Hall, PZ)

Community Placement Assignment: Show evidence that Community Placement is set-up

Thu: Discussion of videos/ student facilitation scheduling

Reading:

Video: On Strike (30m)

Video: Yuri Kochiyama (57m)

(Videos are located at CAPAS, Mead Hall, PZ)

****BEGIN PLACEMENT NEXT WEEK

****Confirm date and topic of your workshop at placement

SECTION: PARADIGMS

WEEK 5: 10/2; 10/4

MUST BEGIN PLACEMENT NO LATER THAN THIS WEEK

Tue: NONVIOLENT PRACTICE: COLONIALISM AND SATYAGRAHA

V: A force more powerful: Gandhi

Reading:

Chronology, 11-14 in Mohandas Gandhi, Essential Writings

The Practice of Nonviolence, 94-127 in Mohandas Gandhi, Essential Writings

Thu: SATYAGRAHA

Student Facilitation #1

Readings:

The Pursuit of Truth, 83-93 in Mohandas Gandhi, Essential Writings

Chapter Two in A Force More Powerful

WEEK 6: 10/9; 10/11

NONVIOLENT PRAXIS: WAR AND INTERBEING

Tue: Video: Peace is Every Step (60m)

Readings: Thich Nhat Hanh, Creating True Peace, Ch. 1, 2, 3, 8; Epilogue, About the Author

Thu: Engaged Buddhism

Student Facilitation #2

Thich Nhat Hanh, Love in Action, CH. 1, 6, 7, 9, 10

Community Placement: First placement reflection due, describe the site

WEEK 7: 10/16; 10/18

NONVIOLENT TACTICS:

Tue: Student Facilitation #3 (Facilitate this workshop:

http://www.facinghistory.org/Campus/reslib.nsf/sub/onlinecampus/lessonunit/eyes_lesson3)

Reading:

Video: Eyes on the Prize: Ain't Scared of Your Jails (1960-1961) 60m

Thu: Student Facilitation #4

(Facilitate this workshop:

http://www.facinghistory.org/Campus/reslib.nsf/sub/onlinecampus/lessonunit/eyes_lesson2)

Community Placement: Second placement reflection due

WEEK 8: 10/23; 10/25

Tue 10/23 Fall Break

Thur 10/25: Exam Review

SECTION: SYNTHESIS: NONVIOLENT PRAXIS

WEEK 9: 10/30; 11/1

Tue: Exam

Thu: Prep for workshop at Community Placement: Workshop #2

Community Placement: Third placement reflection due

WEEK 10: 11/6; 11/8

Tue: Practice teaching

Confirm workshop date with your placement

Thu: Practice teaching

Community Placement: Fourth placement reflection due

WEEK 11: 11/13; 11/15

Tue: Practice teaching

Thu: Practice teaching

Community Placement: Fifth placement reflection due

MUST FINISH 30 HOURS AT COMMUNITY PLACEMENT BY THIS WEEK

WEEK 12: Tue 11/20; Thanksgiving

Tue: Teach at Community Placement

Thu: Thanksgiving

WEEK 13: 11/27; 11/29

Tue: Teach at Community Placement

Thu: Teach at Community Placement

WEEK 14 : 12/4; 12/6

Tue: Reportback

Due: log sheet, evaluation of you, your evaluation of placement due

Thu: Review for Exam , Pass out take-home exam

Due: Fill out survey (again)

WEEK 15: 12/11: 12/13

Tue: Conceptual Map

Thu: Take-home exam due, evaluations

OTHER NUTS AND BOLTS

- 1) Thank you for turning off all electronica (e.g., cell phones and the like) during class.
- 2) If you have a disability and need accommodation(s), please meet with me outside of class so we can make the necessary arrangements. According to policy, it is my understanding that PCC Students requesting accommodations must provide documentation of disability and work with The Office for Students with Disabilities (OSD) at 977-4341.
- 3) Email will be answered Monday through Friday.
- 4) No late assignments or papers will be accepted without a note from a medical doctor.
- 5) If you miss class, it is your responsibility to contact your classmates to find out what you missed.
- 6) You are responsible for setting up your placement. Contact The California Center for Cultural and Social Issues /CCCSI,

Bernard Core : (909) 607-8183

Prof. Susan Phillips: (909) 607-1268

- 7) The 30 hours for the placement should be real time at the placement and does not include setting up the placement and traveling to and from the placement.

COMMUNITY PLACEMENT PARTNERSHIPS:

1) HEMAN G. STARK YOUTH CORRECTIONAL FACILITY.

15180 South Euclid Ave.

Chino, CA 91710

Requirements: You must be 18 or older

Timeline: ASAP as you need to start processing your security clearance

Potential projects with Chaplain Teddy Harder at Stark

- informal visits: The wards need to learn how to communicate with "civilians". Such visits could happen on a monthly or biweekly basis.

- One or more workshops put on by the Pitzer students to teach lifeskills to the wards.

- "Project Our Home, Inc."

From Chaplain Teddy Harder

“Students would do research and help the wards develop the project, strategies, coalition building and so forth. The project deals with the issues of reentry and might be a way to tie into already existing school projects. Students would meet and work with the wards at the institution and do research on campus as needed. We need some statistics to back up our claims and a student or two might be able to do some research for us. Conduct second survey of target population. Analyze survey data and compare with data set of parole violators. Integrate findings with cartographic map of social ecology. “

Contact:

California Center for Cultural and Social Issues /CCCSI,

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2) Camp Afflerbaugh-Paige

6621 N. Stephens Ranch Road
La Verne, CA 91750

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In 2001, the California Center for Cultural and Social Issues (CCCSI) began collaborating with faculty and student volunteers to operate a cultural enrichment program at Camp Afflerbaugh-Paige, a juvenile detention camp/high school in LaVerne. Since the program's inception, CCCSI has incorporated poetry and spoken word lessons into a continually developing literacy curriculum. We have since added enrichment programs in the visual and performing arts, as well as developing an organic garden, being used as an outdoor classroom.