

Gandhi and Nonviolence

LinC 101L, Fall 2012

Tuesday, Thursdays, Fridays 10:20-11:30; PPHAC 302

Professor: Daniel Jasper

PPHAC 316

Office Hours: Tuesdays & Thursdays 2:30 – 3:30,

Tuesdays 4:30 – 6:00; other times by appointment

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Course Description: This course begins with a question: is nonviolence an effective way to bring about political change? It might seem foolish to think nonviolence effective in today's world, but these techniques have been adopted by a range of activists, including those involved in the civil rights and occupy movements. As a starting point to addressing the effectiveness of nonviolence, we will look at the life, experiments, and writings of Mohandas K. Gandhi who led the nonviolent struggle for Indian independence from colonial rule. We will explore how the philosophy and strategy of nonviolence have developed from the time of Gandhi until today, paying particular attention to the place of 'nonviolence' in the culture and asking which kinds of situations might necessitate a response grounded in nonviolence. We will also develop our own responses to contemporary events by following Gandhi's example and undertaking our own 'experiments with truth'.

- **With regard to Gandhi and Nonviolence, by the end of the course students will:**
- Critically engage Gandhi's writings.
 - Understand the historical and cultural context that shaped Gandhi's vision
 - Analyze the place and relevance of non-violence in the world today.
 - Use Gandhi's model to develop their own 'experiments with Truth'

First Year Seminar Description and Objectives: First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

- **With regard to broad academic and writing skills, by the end of this course, students will:**
- Demonstrate a process approach to writing (see document on Blackboard about Writing as a Process).
 - Use writing as a way to discover new information and insights—in short, to learn.
 - Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
 - Write effectively for a variety of audiences.
 - Gather information for assignments through the use of appropriate technology and

- evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

➤ **With regard to transition to college expectations, by the end of this course students will:**

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

FYS Requirements: Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Writing Center: The Writing Center is a free resource for improving your writing. At the Writing Center, trained Moravian students can help you figure out assignments and improve your writing. They can help at any stage of the writing process, whether you haven't started the assignment and need help picking a topic, or you're near the end and want to check that everything is in order. And it's not just for help with Writing 100 or English papers—any type of writing can be taken there, including science reports and cover letters. The tutors will first

work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall and the extension is 1592. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Writing Center opens, generally the third week of the term, which will also include the hours.

Student Accommodations: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Course Structure and Expectations: This course is designed as a writing seminar—the two defining features of the course are writing and seminar discussions. Both of these, our writing and our discussions, will be grounded in shared reading. Over the course of the semester, there will be a number of formal writing assignments that will include multiple drafts. These will be graded according to the guidelines provided for each assignment. Guidelines will be posted to blackboard and discussed in class. In addition, there will be informal writing nearly every week. These writing activities will be graded according to the seriousness with which they are taken.

A note on participation: All students are expected to participate in course discussions. It is everyone's responsibility to ensure that the classroom environment is conducive to all member's participation. Everyone shares the responsibility to arrive on time, with all of the necessary materials—unnecessary items should be left behind. (If you must have a cell phone with you, for example to be accessible to childcare providers, please see me at the beginning of the semester.) Everyone should bring a professional demeanor respectful of differing ideas.

A note on Academic Honesty: This course follows the college policy on academic honesty and plagiarism. This policy is found in the Student Handbook. See also the statement posted to the blackboard site for this course.

Assignments and Assessment: Final Grades will be calculated according to the following formula:

Film Review Essay	10%
Relevance of Gandhi Essay	10%
Experiments with Truth Essay	10%
Research Paper	20%
Presentation to Class	05%
Regular Informal writing	30%
Regular Class Participation	15%

Required Course Resources: The following texts are required and available in the Moravian College bookstore.

Bean, John C., Virginia A. Chappell, and Alice M. Gillam. 2011. *Reading Rhetorically*, 3E. Boston: Longman. (Referred to as Bean in the schedule below.)

Dalton, Dennis. 2012. *Mahatma Gandhi: Nonviolent Power in Action*. New York: Columbia University Press.

Gandhi, M. K. 2001. *Non-Violent Resistance (Satyagraha)*. Mineola, NY: Dover Publications.

Steingraber, Sandra. 2010. *Living Downstream*, 2E. Philadelphia: De Capo Press.

Gandhi. 1982. A film by Richard Attenborough. 191 minutes.

There is a blackboard site for this course. Students can self-enroll in this site, the password is 'Nonviolence'.

Recommended Course Resources:

Bedford Handbook Online. 8th ed. http://bcs.bedfordstmartins.com/bedhandbook8e/#t_518572

Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu/>

The University of Wisconsin Writing Center Writer's Handbook:
<http://www.wisc.edu/writing/Handbook/>

Course Schedule: Please note, the outline below is merely a guide. Changes will be made as the semester progresses. Updates will be posted to blackboard.

Aug	26	Sun	Living Downstream Discussion and Lecture by Sandra Steingraber
	28	T	Starting to think about how we read and write Read: Bean, Ch. 1
	30	Th	Looking at writing
	31	F	SA Session: Who am I? How can I lead? What is my responsibility to the world?
Sept	4	T	How to approach academic writing Read: Dalton, ch. 1; Introduction recommended
	6	Th	Practicing Reading Read: Bean, ch. 2; Re-read: Dalton, ch. 1
	7	F	SA Session: Do you have to have "issues" to go to the Counseling Center? Do you have to be sick to go to the Health Center?
	11	T	Primary and Secondary Sources Read: Gandhi, Section First
	13	Th	Convocation: Winona LaDuke
	14	F	SA Session: College 101: Advice from the Academic Support Center
	18	T	Gandhi as a Leader Read: Dalton, ch. 2
	20	Th	Outlines
	21	F	The Rhetoric of Reviews
	25	T	Posing Questions Due: Film Review Essay

	27	Th	Thinking more deeply about Satyagraha Read: Gandhi, Section Third
	28	F	SA Session: Building Community
Oct	2	T	Case Study: The Salt Satyagraha Read: Dalton, ch. 4, Gandhi, Section Sixth
	4	Th	The Salt Satyagraha, continued
	5	F	The Salt Satyagraha, continued
	9	T	No Class: Fall Break
	11	Th	Library Research Session
	12	F	SA Session: Cultural Competency and Living in a Globally Connected World
	16	T	Is Gadhi Useful Today? Due: Relevance of Gandhi Essay
	18	Th	Discipline Read: Gandhi, Section Second
	19	F	Discipline, continued
	23	T	Individual Conferences
	25	Th	Individual Conferences
	26	F	SA Session: Experience Your Future: How Hands-On Learning Will Impact Your College Experience
	30	T	Further Study of Gandhi: Topics and readings to be determined
Nov	1	Th	Further Study of Gandhi: Topics and readings to be determined
	2	F	Due: Experiments with Truth Essay
	6	T	Discussion: What would Gandhi Make of US Politics?
	8	Th	Further Study of Gandhi: Topics and readings to be determined
	9	F	Further Study of Gandhi: Topics and readings to be determined
	13	T	The Legacy of Gandhi Read: Dalton, Ch. 6 & Conclusion; Gandhi, Section Eleventh
	15	Th	The Legacy of Gandhi, continued
	16	F	The Legacy of Gandhi, continued
	20	T	Peer Review
	22	Th	No Class: Thanksgiving Break
	23	F	No Class: Thanksgiving Break
	27	T	Research Paper Details
	29	Th	Research Paper Details

	30	F	Due: Research Paper
Dec	4	T	Student Presentations
	6	Th	Student Presentations
	7	F	Reflecting on College Level Reading, Writing, and Thinking
	14	F	Scheduled Final Exam Time @ 1:30