

Senior Project Proposal

Title: Peace in the 21st Century: An Inquiry into Nonviolence.

Student: Caitlin Vaughan '06

Advisor: Kevin Ward

Objective:

In this project, I plan to look closely at the theory and practice of nonviolence throughout the 20th century and its relevance today. I hope to look at the successes and failures of nonviolence and passive resistance. I will do significant research by reading primary and secondary sources, conducting interviews with a wide array of people with different opinions, and through participating in nonviolent campaign(s). My research will go in three directions: the first being the history of non-violence in the 20th century with a focus on three or four campaigns, the second being current events having to do with non-violence, and the third being interviews with people who have differing views on the subject.

As a part of this project, I would like to create a peace studies curriculum to be taught during the Friday session of Erin Teksten's Spanish I/II during block two. I will examine other peace and conflict resolution curricula and create a curriculum with a focus on high school students and the option of nonviolence, with a focus on Latin America. In the curriculum, I hope to explore the history of nonviolence as well as examining issues that are happening today and considering options for nonviolence and peaceful protest as well as the possible necessity of violence.

In addition to the curriculum, I will also create a zine that explores different dimensions of nonviolence. I hope to present a variety of case studies, opinions, and resources in the zine.

Why I have chosen this for significant study:

In the last few months, it has become evident to me that we live in a society governed by war. I am convinced that war is an old-school tactic that no longer works in our interconnected world. Therefore, I would like to look at nonviolence and possibilities for peace in the 21st century. This will also entail looking at violence and considering its necessity in our culture.

For me, the study of peace is crucial for the practice of peace. I hope that in creating and teaching a peace studies curriculum, I will be able to motivate others to look critically at world events and to consider nonviolence as an option.

Committee Members:

- 1) Susan Mallison, mother
- 2) David Vaughan, father
- 3) Kevin Ward, Avalon language arts advisor
- 4) Erin Teksten, Avalon Spanish advisor
- 5) Larry Olds, representative for the Non-Violent Peaceforce and for The Resource Center of the Americas.
- 6) Don Christensen, representative for the Minnesota Fellowship of Reconciliation.
- 7) Brianna Parry, junior advisor

What experts and resources I will use:

Resources:

- 1) Larry Olds, Minneapolis representative for the Non-Violent Peace Force and The Resource Center of the Americas, Minneapolis, Minnesota.

- 2) Kate and Bridget McDonald, renowned peace activists in the Twin Cities.
- 4) Dr. Walter Enloe, professor at Hamline University, involved in nuclear disarmament
- 5) Marv Davidov, renowned peace activist and former Freedom rider.
- 6) Cheryl Thomas, human rights lawyer for the MN Advocates for Human Rights.
- 7) Dr. Elizabeth Corrie, peace activist involved with the International Solidarity movement.
- 9) Don Christinson, representative for the Minnesota Fellowship of Reconciliation
- 10) Jack Nelson, Pallmayer professor of peace studies at University of St. Thomas.
- 11) Cecil Ramnaraine, author of extensive middle and high school peace studies curriculum.
- 12) Colleen Bell, professor of peace studies at Hamline University
- 13) Mary Lou Ott, assistant director of the Nonviolent Peaceforce

Organizations:

- 1) The Non-Violent Peaceforce, Minneapolis (www.nonviolentpeaceforce.org)
- 2) Friends for a Non-Violent World, St. Paul (www.fnvw.org)
- 3) Nuclear Age Peace Foundation, Washington DC (www.wagingpeace.org)
- 3) American Friends Service Committee, Philadelphia (www.afsc.org)
- 4) Justice and Peace Studies department, University of St. Thomas
- 5) Amnesty International
- 6) Minnesota Fellowship of Reconciliation (North Country Peace Builder), Minneapolis (www.osb.org)
- 7) University of Minnesota Human Rights Library (www.lib.umn.edu)
- 8) Resource Center for the Americas, Minneapolis
- 9) Center for War/Peace Studies, New York
- 10) The Center for Human Rights Education, Atlanta Georgia. (www.chre.org)
- 11) The Human Rights Resource Center, The University of Minnesota Law School.

Publications:

- 1) Yes! Magazine (www.yesmagazine.org)
- 2) *The Nation* (www.thenation.com)
- 3) *Mother Jones* (www.motherjones.org)
- 4) *Peace Magazine* (www.peacemagazine.org)
- 5) *The International Journal of Peace Studies* (www.gmu.edu/academic/ijps)
- 6) *The New Internationalist Magazine*.

Curriculum Resources:

- 1) "Workable Peace: Curriculum Materials and Resources for Conflict Resolution" PBS (www.pbs.org/wgbh/globalconnections/mideast/communities/wpeace)
- 2) Peace and Global Studies curriculum, Earlham College, Richmond Indiana. (www.earlham.edu/pags)
- 3) The Class of Nonviolence by Colman McCarthy. (www.salsa.net/peace)
- 4) Peace and Leadership studies curriculum. Institute of War and Peace Studies: Center for the Study of Human Rights. Columbia University, New York. (www.columbia.edu/sipa)
- 5) The Plowshares Project: Peace Curriculum and Community Building. Earlham, Goshen, and Manchester Colleges. (www.plowsharesproject.org)
- 6) The Human Rights Education Handbook: Effective practices for Learning, Action, and Change by Nancy Flowers.
- 7) Peace and Non-Violence Curriculum by Cecil Ramnaraine.

Books:

- 1) Ackerman, Peter and Jack Duvall. A Force More Powerful: A Century of Nonviolent Conflict. New York: St. Martin's Press, 2000.
- 2) Bickmore, Kathy. Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults. Akron, Ohio: Peace Grows Inc., 1992.
- 3) Extending Peaceful Relationships. The New Zealand Foundation for Peace Studies. 1986.
- 4) Flowers, Nancy, ed. Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights. Minneapolis, Minnesota: Human Rights USA Resource Center, 1998.
- 5) Gandhi, Mahatma. Life, Writings, and Speeches. Madras: Ganesh & Co., 1921.
- 6) ---Ahisma: The Way of Nonviolence. New York: Paulist Press, 1987.
- 7) The Handbook for Nonviolent Action. New York: The War Resisters League, 1999.
- 8) King, Martin Luther. Letter from a Birmingham Jail, 16 April 1963.
- 9) Lewis, John. The Case Against Pacifism. New York: Garland Publishing, 1973.
- 10) Max, Steve. The Potential for Non-Violence in South Africa. Dissertation. University of San Jose, 1992.
- 11) Nagler, Michael. Is There No Other Way? The Search for a Nonviolent Future. Berkeley, California: Berkeley Hills Books, 2001.
- 12) Pallmayer, Jack Nelson. School of the Assassins: The Case for Closing The School of the Americas and for Fundamentally Changing U.S Foreign Policy. Maryknoll, New York: Orbis Books, 1997.
- 13) A Peace Reader. Joseph Fahey and Richard Armstrong, ed. New York: Paulist Press, 1987.
- 14) Ramnaraine, Cecil. Peace and Non-violence Curriculum. Minneapolis, Minnesota: MN Veterans for Peace, 1995.
- 15) Sharp, Gene. Non-Violent Action: An Introductory Outline for Study Groups. London: Friends Peace Committee, 1963.
- 16) Tolstoy, Leo. What Then Must We Do?. London: Oxford University Press, 1925.
- 17) Zinn, Howard, ed. The Power of Non-violence. Boston: Beacon Press, 2002.

Questions I will explore:

- 1) What is the theory of non-violence and what is the practice of non-violence? How can the theory and practice of non-violence apply to the 21st century world?
- 2) How has the practice of non-violence been instrumental in social causes throughout history?
- 3) Why has the practice of non-violence been effective (and ineffective) throughout history? In what cases can it be effective today?
- 4) What is the connection between human rights and non-violence? Is violence a human rights offence?
- 5) Is world peace attainable?
- 6) Is war a necessary action in the 21st century?
- 7) How can I create a curriculum that incorporates what I know about the practice and history of non-violence?
- 8) How can I empower students to care about human rights and to formulate opinions about non-violence and peaceful protest as effective strategies?
- 9) How can I work to look at both sides of an issue while I have already have an opinion about that issue? How can I be objective in my interviews?
- 10) How can I create a meaningful, interesting and useful pamphlet of resources on these topics—what are the most important things to convey in this pamphlet?

- 11) How can I take what I've learned and apply it to the world in which I live? What kind of direct action can I be a part of?
- 12) How can I engage others in this discussion of the option of non-violence?

Steps/ Timeline:

A) Initial Tasks

- 1) Propose project
- 2) Read primary and secondary sources. I will keep an annotated bibliography of what I read. **(September 26 - December 1)**
- 3) Formulate interview questions, ask for feedback and revise them.
 - a) First draft: **October 19**
 - b) Second draft: **October 26**
- 4) Conduct interviews with as many experts as possible (listed above). **October 26 – February 3**

B) Peace Curriculum and Teach-Ins

- 1) Research curricula that are already written. **(October 5- October 28)**
- 2) Decide on the focus of my curriculum and write an outline, along with a timeline for how long it will take me to accomplish each section. I will submit it for editing and revision. **(November 4)**
- 3) I will write and compile the series of lessons based upon the different sections on my outline. **November 4**

Deadlines for individual sections:

- SOA teach-in: **December 2**
 Examining violence lesson: **December 14**
 Examining Non-violence lesson: **January 3**
 Non-violence in history lesson: **January 17**
 Non-violence in present times lesson: **January 23**
- 4) Final draft of the curriculum: **February 1, 2006**
 - 5) Teach the curriculum at Avalon on Fridays: **February 3- March 10**
 - 6) Make class evaluation, distribute the evaluation and compile results: **March 13**

C) Journal of Peaceful Perspectives

- 1) Read magazines/journals about peace and social justice (ongoing)
- 2) Create outline/layout for the journal based on research, include more specific deadlines. **January 10**
- 3) Gather information that I'd like to present in the magazine, write articles based upon what I lay out in my outline, ask others to write pieces for the journal (this could be a part of the peace studies class). More detailed deadlines will be presented with the outline. **January 17- February 28**
- 5) Second Rough Draft (with layout): **April 10, 2006**
- 6) Final draft: **April 14, 2006**
- 7) Print and bind the journal: **April 21, 2006**

D) Presentation

- 1) Create an outline for the presentation **April 17**
- 2) Committee meeting to give approval to present by **April 21**
- 3) Create PowerPoint **April 20**
- 4) Practice presentation and make revisions :**April 20-April 26**
- 5) Presentation night: **April 27**

E) Finalization

- 1) Compile my work (curriculum and student reflections, the journal, presentation, and bibliography to account for my research) **April 28**
- 2) Write reflection and revise **May 1**
- 3) Finalize project by **May 5**

Graduation standards I will address in this project:

--*Issues Analysis*

--*Institutions and Traditions in Society.*

Signatures:

Caitlin Vaughan

Kevin Ward

Erin Teksten

Larry Olds

Don Christensen

Brianna Parry

Susan Mallison

David Vaughan

Any changes made to the proposal must be approved by all committee members. This may be done via email but must be documented on the advisor's proposal.

(NOTICE TO STUDENTS:

Do you see that this is example is over four pages, single-spaced? There is a lot you need to write in this proposal. The more specific you can be, the more guidance you will have in creating your project.)