

"Non-cooperation is directed not against men but against measures. It is not directed against the Governors, but against the system they administer. The roots of non-cooperation lie not in hatred but in justice, if not in love."
- Mahatma Gandhi

Social Justice: Gandhi's Way

RESC 098-11 (CRN 18188), Fall 2015

8:00-9:22am Tues & Thurs (COLE 054) + 3:00-4:22pm Mon (ACWS 115)

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SYLLABUS INTRODUCTION: GANDHI, SOCIAL JUSTICE, & ENHANCING LIFE

This course is an undergraduate seminar for first-year college students, taught within the Social Justice residential college at Bucknell University. Mahatma Gandhi fought an array of social injustices during his lifetime using a non-violent approach to conflict resolution in order to enhance life. Course readings will focus on three things: 1) An examination of Gandhi's concept of justice in conjunction with his ideas for enhancing life; 2) An introduction to the non-violent method Gandhi employed in pursuit of justice in South Africa and India; and 3) An exploration of the legacy of Gandhi's ideas and methods, ranging from case studies of debates between Gandhi and other Indian intellectuals to case studies of figures around the world who have followed in Gandhi's footsteps in various ways in the past century.

Course assignments and activities will ask students to articulate what social injustices exist in their lifetimes; to critically evaluate the strengths and weaknesses of Gandhi's method for addressing these injustices in the effort to enhance life; and to articulate their own positions about justice and the means for attaining it in the interest of an advancement of flourishing.

Given Gandhi's insistence that education must go hand-in-hand with community action, this course also incorporates a service-learning component. Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content and an enhanced sense of civic responsibility. This semester each student will have the opportunity to gain hands-on experience participating in an organized service activity in central Pennsylvania and to reflect upon how that service enhances your understanding of Gandhian teachings, the place of social justice in your lives, and what it means to enhance life on both micro (i.e., in your community) and macro (i.e., in the nation or globally) levels.

COURSE READINGS

The following required texts are available for purchase at the Bucknell University Bookstore:

- Dalton, *Mahatma Gandhi: Nonviolent Power in Action* (NY: Columbia, 2012 edition).
- Juergensmeyer, *Gandhi's Way: A Handbook of Conflict Resolution* (Berkeley: UC Press, 2005 edition).

Other reading assignments are posted electronically on Moodle at <http://moodle.bucknell.edu/>

COURSE LEARNING OUTCOMES

1. You will be introduced to Gandhi's major teachings (writings, speeches, acts), and will recognize how Gandhi thought about social justice and the enhancement of life in his own historical context.
2. You will develop and effectively communicate a well-informed position on at least one issue related to social justice.
3. You will develop writing, reading, speaking, listening, and information literacy skills necessary for collegiate-level academic work, in keeping with the goals of foundation seminars.
4. You will develop capacities for independent academic work and become self-regulated learners, in keeping with the goals of foundation seminars.
5. You will learn the writing process (planning, composing, revising, and editing) and will learn to use writing for thinking and as a means of creating and processing knowledge, in keeping with the goals for W1 courses.

WRITTEN AND ORAL EXPECTATIONS

1. **Preparation & Participation (15%):** Small seminars allow for in-depth investigation of issues through collaborative learning – discussion, question and answer, peer review and dialogue. For this reason you are expected to actively participate in class and during common hours *and* required co-curricular activities. Participation involves listening to all those participating in the conversation, offering questions and comments, completing any in-class writing assignments, actively participating in individual and group exercises and showing up to classes, common hours and events (the retreat, the service activities, the field trip, and the Residential College Symposium) prepared and on time. Preparation involves the timely completion of readings and written, oral, and other assignments. Please bring the assigned books and/or articles with you to each class. **Note:** 5% of this preparation and participation grade will come from a formal discussion leading presentation, wherein each of you will have an opportunity to jointly lead (with another classmate) our discussion for one class session this semester. Further guidelines will be provided in class.
2. **Response Papers (20%):** At regular intervals throughout the semester, you will be asked to turn in critical responses to the course materials. These response papers will provide a basis for a more in-depth discussion of course readings, as well as give you the chance to reflect upon your experiences in service activities, common hours, and other co-curricular events in the SoJo College. When completed at the end of the semester, these response papers will provide a comprehensive view of your intellectual and personal development during your first-year foundation seminar. Further guidelines will be provided in class. **Note:** one of the paper prompts will ask you to attend an event on the Diversity Events Calendar (posted on Moodle) that is not already required, and reflect upon what you learn at this event in conjunction with our course of study. More details will be given in class, but I encourage you to look at the Diversity Events Calendar now.
3. **Service-Learning Presentation (10%):** Each of you will have an opportunity to present to the larger class your service-learning work. This will involve educating your peers about the mission of the social service agency or organization you assist throughout the semester, providing a brief summary of your experiences at this organization, and making relevant connections with class readings and conversations. Further guidelines will be provided in class.
4. **Midterm Paper (15%):** You will each compose a written, college-level analytical paper in response to the material covered during the first half of the semester. This assignment will help you to begin synthesizing the readings, lectures, films, and class discussions, and will also improve your writing skills. This is an individual assignment. Further guidelines will be provided in class.
5. **Final Research Project (20%):** Working with a project partner, you will identify one issue of contemporary social injustice that impacts our world today, research that topic, and lead a class presentation in which you discuss and defend your view of how to best work towards achieving justice in this issue. You will also present on this topic at the Residential College Symposium on December 5th. Further guidelines will be provided in class.

6. **Final Research Paper (20%):** At the end of the semester you will each turn in a final paper in which you articulate a working definition of justice, identify and explain one issue of contemporary social injustice that impacts our world today, and then critically evaluate the impact that Gandhian teachings could have in addressing this contemporary injustice. This is an individual writing assignment, but it builds upon the collective work done for your final research project and presentation. Further guidelines will be provided in class.

ADDITIONAL EXPECTATIONS

1. **Completion of All Assignments:** Students failing to hand in all assignments will not receive a passing course grade (even if the cumulative average of completed assignments exceeds an “F”).
2. **Attendance:** As a discussion-intensive seminar, your engaged presence in class is essential to creating a lively and productive classroom environment and will be encouraged with an attendance policy. I will take attendance during most class sessions. Only excused, documented absences are acceptable (e.g., serious illness, family emergencies, athletic competitions). Athletes should alert the instructor to scheduled competitions that conflict with class time and provide written documentation from their coach. More than two unexcused absences for any reason, inclusive of religious observances, will result in an automatic reduction of the final course grade by 5% (this applies to classes, common hours, and SoJo field trips; your presence is required at all SoJo co-curricular activities). Additional absences will result in further reductions, at the instructor’s discretion. Exceptions to the attendance policy may be made at the instructor’s discretion under certain exceptional circumstances.
3. **Academic Preparation and Engagement:** Reading college-level material requires your full attention. I encourage you not to try to multitask while reading. Instead, you should make every effort to minimize distractions and focus on content as much as possible. I also encourage you to *use a dedicated class notebook*, in which you record your notes on the readings – outline the arguments of each, jot down your questions, etc. – as well as your notes from class sessions. This notebook will not be collected by the instructor; however, you will find it very useful as you prepare for class meetings and as you complete writing assignments. Please also note that courses at Bucknell that receive one unit of academic credit have a *minimum expectation of 12 hours per week of student academic engagement*. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work.
4. **Due Dates and Extensions:** All work must be handed in by the deadlines noted on the syllabus. Assignments not submitted at that time will be assessed a penalty of 10% of the assignment grade, with an additional 10% penalty for each late weekday thereafter. An extension may be granted in rare cases (e.g., serious illness, family emergency). Please consult with me *ahead of time* if you find yourself in difficult circumstances that may jeopardize your ability to hand in your work on time.
5. **Academic Responsibility and the Bucknell University Honor Code:** As a student and citizen of the Bucknell University community, you have pledged: 1) I will not lie, cheat, or steal in my academic endeavors; 2) I will forthrightly oppose each and every instance of academic dishonesty; 3) I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work; and 4) I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans. All students are expected to follow Bucknell’s official policy on academic honor and responsibility. It is your responsibility to read and absorb the policy posted on <http://www.bucknell.edu/x1324.xml> and follow all the links in the “Resources for Students” section, paying particular attention to the discussion of plagiarism, “the act of using another person’s ideas or expressions in your writing without acknowledging the source.” Students are directed to use great care when preparing all course work and to acknowledge fully the source of all ideas and language other than their own (even Internet sites!!). If you have questions about this subject, please see me. Any student who is engaged in academic misconduct will be referred to the Board of Review and held subject to appropriate penalties.

LOGISTICAL MATTERS

1. **Access Statement:** Any student who may need an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources, at 570-577-1188 or hf007@bucknell.edu. She will help coordinate reasonable accommodations for those students with documented disabilities. Please also feel free to speak with me individually about your needs.
2. **Cell phones, Laptops, etc.:** The use of cell phones and other electronics in class can cause much distraction, thus your assistance is required in making our classroom a productive space for all enrolled in the course. Please turn off your cell phones before coming to class, or leave them at home. (Obviously, this means you should *refrain from texting* while in class.) I do allow the use of laptops in the classroom for note-taking purposes or to read electronic versions of assigned readings. Please turn off any social media applications while using a laptop in class. Anyone found disregarding this policy will receive an initial warning; each further infraction will result in an absence penalty. Please see me if you have special needs or circumstances that require the use of a computer.
3. **Moodle:** In addition to the books purchased for the course, additional required course materials are posted on Moodle, where you will also find the syllabus, assignment guidelines, and other information. I will also use Moodle to post announcements and reminders. Moodle can be accessed at <http://moodle.bucknell.edu/>. Please let me know if you have any trouble accessing the materials or if any of the files are corrupted, so that I can re-post them if necessary.
4. **Conserving Paper:** Academic work consumes a lot of paper. To minimize your consumption, please print out your papers double-sided when possible (i.e., using both sides of the page).
5. **Basic Courtesy:** Please avoid interrupting class by *arriving on time* and by *using the restroom before coming to class*. If you find it necessary to leave the room for any reason, please have the courtesy to do so as quietly and unobtrusively as possible.
6. **Asking for Help:** As your professor, I am here to support you in achieving high academic standards and developing to your full intellectual potential. Feel free to consult with me if I can be of assistance. I am available during office hours (listed on the first page of the syllabus) or by appointment to discuss any matter related to the course. Although I am willing to answer *brief* inquiries via email, for most matters I generally prefer meeting with you face to face. Please be aware that I will generally respond to email during business hours (i.e., not during nights and weekends).

THE SOCIAL JUSTICE (SoJo) COLLEGE EXPERIENCE

There is one other seminar within the Social Justice College, taught by the other senior fellow **Professor David Kristjanson-Gural**. Both seminars focus on issues of social justice and will have similar requirements but will follow different syllabi. The entire College will come together for a common hour (3:00-4:22) on Mondays, with some additional speakers and events on Tuesday evenings.

The Junior Fellows for SoJo are **Amanda Battle** and **Katie Manuel**. The Junior Fellows live on a SoJo Hall where they are available to help you with both residence-related and course-related issues and will also help you to adjust in the transition to college life. They will also assist the Senior Fellows in planning and implementing the common hour and our other co-curricular activities including the SoJo retreat and field trips. The Resident Fellow, **Shiqi Li**, is responsible for connecting SoJo alumni with you, members of the new SoJo class, and helping to organize SoJo activities and service/activism opportunities.

There will also be two Service Learning Coordinators, whose primary responsibility is to coordinate service/activism opportunities for the College. They will contact you about the service placements you will choose and will help to coordinate your service-learning activities.

Living in one of Bucknell's Residential Colleges provides a special opportunity to build a strong learning community. By living alongside those with whom you share similar interests and a similar learning experience, you have the opportunity to deepen your understanding of complex social issues through sharing your knowledge and experiences with each other informally. We hope you'll make the most of it.

SOJO CO-CURRICULAR ACTIVITIES

Service-Learning: As a member of the Social Justice College you will choose a service learning placement designed to provide you with real world experiences related to our course work. With service learning, the community becomes your textbook and you get to actively engage in activities that reveal the richness and complexity of social justice service and activism. Our course work informs our participation in the community and our participation in the community informs our understanding of our coursework. We see how others understand and experience the various dimensions of social justice and we learn what we have to offer.

You'll choose a community agency that shares your interest in a particular dimension of social justice. During the semester, you will then spend 5-6 weeks of the semester working with that agency on a project for about 2 hours per week. Some examples of service opportunities include:

- working with CARE – Community Aligned for Respect and Equality in Lewisburg
- helping out at Dreamcatcher Farm, a local organic CSA in Lewisburg
- tutoring at Essex and Meadow View, two affordable housing sites in Lewisburg
- contributing to programming for children at the Heiter Center in Lewisburg
- assisting the Lewisburg Prison project with advocacy

Common Hours: Students from both SoJo seminars come together on Monday afternoons from 3:00–4:22 to explore social justice issues. This is a time to hear and interact with guest speakers, work in small groups across halls on social justice issues, and watch and discuss films related to our field trip and service activities.

SoJo Retreat: On Saturday, September 5th, SoJo will head to the Cowan Retreat Center for a half-day retreat. You will get to test your mettle on the ropes course, meet and make decisions as a college, and have a great time getting to know one another better.

Field Trip: SoJo will take an educational field trip to Baltimore, on Saturday, October 17th. In Baltimore we will meet with staff and clients of Family Connections, a social service agency serving low-income, inner city families. We will also be given a tour of an inspiring community garden project where we will engage in some community service.

Residential College Symposium: All of the residential colleges will participate in this end-of-the-semester event, scheduled for Saturday, December 5th. The purpose of the symposium is to gain experience in presenting research to an audience. You will also have the chance to teach and learn from other residential college students. Students will work in small groups to prepare presentations on topics of choice. During the symposium, students will have the opportunity to hear several presentations from students in other residential colleges.

COURSE SCHEDULE

PART I: THINKING ABOUT JUSTICE

Aug. 25 T **Reading:** New York Times Obituary of Gandhi (Moodle)

Aug. 27 Th **Reading:** “Bentham: Utilitarianism” and “Friedman: Libertarianism” (Moodle)
DUE: RESPONSE PAPER

Sept. 1 T **Reading:** “Rawls: Fairness” (Moodle)

PART II: GANDHI’S CONCEPT OF JUSTICE AND HIS METHOD

Sept. 3 Th **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 1-11
DUE: RESPONSE PAPER

Sept. 8 T **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 12-29

Sept. 10 Th **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 30-62
DUE: RESPONSE PAPER

Sept. 15 T **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 63-90

Sept. 17 Th **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 91-138
DUE: RESPONSE PAPER

Sept. 22 T **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 139-167

Sept. 24 Th **Reading:** Dalton, *Mahatma Gandhi: Nonviolent Power in Action*, pages 168-200

Sept. 29 T **DUE:** MIDTERM PAPER
7:30 p.m. talk: “Gandhi and Forgiveness” by Professor Emeritus Dennis Dalton, Barnard College (LC Gallery Theatre)

Oct. 1 Th **Reading:** Juergensmeyer, *Gandhi’s Way*, pages 3-37

Oct. 6 T **Reading:** Juergensmeyer, *Gandhi’s Way*, pages 38-64

Oct. 8 Th Library Research Session (meet in the Library Lab classroom, Lower Level 1)
DUE: RESPONSE PAPER

Oct. 13 T NO CLASS – FALL BREAK

PART III: DEBATING GANDHI

- Oct. 15 Th **Reading:** [TBD]
Guest Speaker: Michael Bruckert, PhD Student, CEIAS
- Oct. 20 T **Reading:** “Jawaharlal Nehru” (Moodle)
- Oct. 22 Th Career Development Center Session (meet in the usual classroom)
DUE: RESPONSE PAPER
- Oct. 27 T **Reading:** “B. R. Ambedkar” (Moodle)
- Oct. 29 Th **Reading:** “The Hindu Mahasabha” (Moodle)
DUE: RESPONSE PAPER
- Nov. 3 T **Reading:** “Indian Muslims” (Moodle)
- Nov. 5 Th Service Learning Presentations
DUE: RESPONSE PAPER

PART IV: APPLYING GANDHI

- Nov. 10 T **Reading:** “Denmark, Netherlands, Rosenstrasse: Resisting the Nazis” (Moodle)
- Nov. 12 Th **Reading:** “Argentina and Chile: Resisting Repression” (Moodle)
DUE: RESPONSE PAPER
- Nov. 17 T **Reading:** “The American South: Campaign for Civil Rights” (Moodle)
- Nov. 19 Th **Reading:** “South Africa: Campaign against Apartheid” (Moodle)
DUE: RESPONSE PAPER
- Nov. 24, 26 NO CLASS – THANKSGIVING BREAK
- Dec. 1 T Group Research Presentations
- Dec. 3 Th Group Research Presentations
- Dec. 5 SAT Residential Colleges Symposium
- Dec. 8 T Final Thoughts and Course Evaluation

YOUR FINAL PAPER WILL BE DUE DURING FINAL EXAM WEEK ON THE DATE AND TIME SCHEDULED BY THE REGISTRAR.