

New York University  
School of Professional Studies  
M.S. in Global Affairs  
Waging Non-Violent Conflict: A Practical Workshop  
Course Number (GLOB1-GC 2590)  
Instructor: Srdja Popovic, Slobodan Djinovic  
**Office Hours:** by appointment  
**Instructor NYU email address:**  
Spring 2017

**Course Meeting Pattern:**

Tuesday, 2/21: 9am-12:10pm  
Wednesday, 2/22: 9am-12:10pm  
Thursday, 2/23: 9am-12:10pm  
Friday, 2/24: 9:30am-5:30pm  
Monday, 2/27: 9am-12:10pm  
Tuesday, 2/28: 9am-12:10pm  
Wednesday, 3/1: 9am-12:10pm  
Thursday, 3/2: 9am-12:10pm  
Friday, 3/3: 9:30am-5:30pm

**Course Description:**

Understanding conflict is a crucial life skill. Unbridled, poorly managed conflict plays a leading role in most social problems. Yet, suppressed conflict can be equally damaging – enabling dysfunctional, unjust or oppressive social structures to endure. In these situations, we need more conflict, but we must also manage it well. There is growing interest in “People Power” or Nonviolent conflict especially after it shook the world in 2011 -- starting from the Arab Spring, continuing through the Mediterranean summer, all the way to the Occupy Movement in the US and protests in Putin`s Russia. This course brings practitioners and theoreticians of strategic nonviolence to a seminar on understanding the real nature of nonviolent social change during 5 days (40 working hours). Students will study the principles and practicalities of non-violent conflict with two of the youth activists who helped topple the undemocratic regimes of Serbian President Slobodan Milosevic in 2000 but have since worked with pro-democracy and anti-corruption nonviolent movements from 46 different countries.

This course, ideally for students interested in democratization, international development, conflict management, human rights and security studies, focuses on the phenomenon of nonviolent conflict and explores how nonviolent movements are shaping national, regional, and international relations. Since the beginning of 21<sup>st</sup> century a number of non-democratic regimes were removed from power by organized, civilian-led nonviolent movements. In Serbia (2000), Georgia (2003), and Ukraine (2004-05), the Maldives (2008), Tunisia and Egypt (2011), opposition movements challenged governmental tyranny and electoral fraud – and won - using a variety of nonviolent tactics such as demonstrations, strikes, boycotts, civil disobedience and non-cooperation *in a strategic fashion*. Opposition groups and movements in Yemen, Syria, Zimbabwe, Belarus, Russia, Iran, Burma, and the Occupied Palestinian Territories are currently engaged in nonviolent struggles for basic rights and freedoms. The outcomes of these conflicts have yet to

be decided. Issues of social justice gave birth to a number of “We Are 99%” or so called “Occupy” movements in number of US cities, but also across Europe.

### **Learning Objectives:**

Students will analyze historical and contemporary cases of civilian-led struggles, including movements for civil and political rights, struggles against dictatorships and authoritarian regimes, and movements for self-determination against foreign occupations. More specifically, the course will address the following questions:

- What is people power?
- What have been the impacts of nonviolent movements throughout history?
- What are the main misconceptions concerning nonviolent movements?
- Why do certain civilian-led struggles succeed while others fail?
- What are key tactical and strategic considerations for groups that choose nonviolent struggle?
- How do authoritarian regimes respond to civilian-led challenges and how can nonviolent actors be prepared for, and exploit, regime crackdowns?
- What role will new media and communication technologies play in strategic nonviolence?
- How have external actors (e.g. foreign governments, NGOs, organizations etc.) influenced movements—positively or negatively?

In addition to the assigned readings, segments of two award-winning documentary films, *A Force More Powerful* and *Bringing Down a Dictator*, will be shown and discussed during the course as well as number of video clips from other struggles.

### **Course Expectations:**

Students work will be evaluated through three components:

- Class participation and activity 30% - number of student’s appearances and their participation in the discussions regarding content.
- Class practical Exercises 30% - each day of course has its own practical exercise. Students will be working in small groups on specific “products” related to the content. Each practical exercise will be followed by the student’s presentation, questions and answers from peers and instructors. Number of exercises give each student excellent chance to learn new skills by working on concrete non-violent project. In the same time, it will help instructors to assess level of understanding and mastering of each specific tool by the students.
- Final paper 40% - students will submit a seminar paper of 5-8 pages, examining a conflict or groups of conflict, which students choose by themselves or in consultation with instructors. Each of the papers will be submitted to the course instructors via email for evaluation. Further instructions are provided on the “INSTRUCTIONS FOR WRITING SEMINAR PAPER” sheet.

### **Course Prerequisites**

No prerequisite for this course.

### **Communication Policy**

Please use your NYU email for communication purposes. On workdays, email inquiries will be answered within 24 hours.

## **REQUIRED TEXTS:**

- Popovic, Srdja and Miller Matthew: *Blueprint for revolution*, Spiegel & Grau Feb 03, 2015 ISBN 9780812995305, Price: US\$ 16.00  
[https://www.amazon.com/s/ref=nb\\_sb\\_noss\\_1?url=search-alias%3Daps&field-keywords=blueprint+for+revolution](https://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field-keywords=blueprint+for+revolution)
- Chenoweth, Erica, and Maria J. Stephan. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia UP, 2011. Price: US\$ 26.00  
[https://www.amazon.com/s/ref=nb\\_sb\\_noss\\_2?url=search-alias%3Daps&field-keywords=Why+Civil+Resistance+Works%3A+The+Strategic+Logic+of+Nonviolent+Conflict&rh=i%3Aaps%2Ck%3AWhy+Civil+Resistance+Works%3A+The+Strategic+Logic+of+Nonviolent+Conflict](https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=Why+Civil+Resistance+Works%3A+The+Strategic+Logic+of+Nonviolent+Conflict&rh=i%3Aaps%2Ck%3AWhy+Civil+Resistance+Works%3A+The+Strategic+Logic+of+Nonviolent+Conflict)
- Popovic, Srdja, Andrej Milivojevic, and Slobodan Djinojic: *Nonviolent Struggle: 50 Crucial Points: A Strategic Approach to Everyday Tactics*. Belgrade: Centre for Applied Non-Violent Action and Strategies, 2007. <http://canvas3.cervinistrategies.com/wp-content/uploads/2015/08/NonViolent-Struggle-50-CP-book-small.pdf> (posted on course page)
- Popovic, Srdja, Slobodan Djinojic, Andrej Milivojevic, Hardy Merriman, Ivan Marovic, *CANVAS Core Curriculum*, Belgrade: Centre for Applied Non-Violent Action and Strategies, 2007. [http://canvas3.cervinistrategies.com/wp-content/uploads/2015/08/CANVAS-Core-Curriculum\\_EN.pdf](http://canvas3.cervinistrategies.com/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf) ( posted on course page )
- Sharp, Gene. *How Nonviolent Struggle Works*. Boston, MA: The Albert Einstein Institution, 2013. <http://www.aeinstein.org/wp-content/uploads/2015/01/HNVSW-updated-Jan-2015.pdf>

## **Early Reading / Viewing Assignments:**

### **ARTICLES**

- “Nonviolent Struggle as Asymmetric Warfare: Interview with Srdja Popovic” Article by Octavian Manea and Srdja Popovic. *Small Wars Journal*, March 26th, 2012  
<http://smallwarsjournal.com/jrnl/art/nonviolent-struggle-as-asymmetric-warfare-interview-with-srdja-popovic>
- “Blueprint for a Revolution” Article by Janine de Giovanni in *Financial Times Magazine*. March 18th, 2011  
<http://www.ft.com/intl/cms/s/2/0ad005b4-5043-11e0-9ad1-00144feab49a.html#axzz2FahdsyTn>

### **VIDEO CLIPS**

- “How To Topple a Dictator” Video clip TED talk featuring Srdja Popovic, December 2011 (12:02) [http://www.ted.com/talks/srdja\\_popovic\\_how\\_to\\_topple\\_a\\_dictator.html](http://www.ted.com/talks/srdja_popovic_how_to_topple_a_dictator.html)
- “People & Power - Egypt: Seeds of Change” Al Jazeera Documentary, February 9th, 2012 (25:13) <http://www.youtube.com/watch?v=QrNz0dZgqN>

## Course Calendar:

FEBRUARY	MARCH
21	1
22	2
23	3
24	
27	
28	

## Course Schedule:

February 21 <sup>st</sup>
<p><b>DAY 1</b></p> <p><b>Block 1: Introduction to Strategic Nonviolence</b> We will provide an overview of strategic nonviolence and terms such as power and violence. If we look at the nondemocratic parts of the world as a great battleground, we can see two very different concepts for gaining political power. The two are in confrontation even as you read these learning materials, and have been through most of the twentieth century.</p> <p><b>Block 2: Vision of tomorrow</b> Developing a vision of tomorrow—helps groups to figure out how to create a vision that is unifying. Additionally will attract new supporters for an approach to social and political change, that does not resort to guerrilla warfare or armed struggle. As well, broaden the appeal of collective nonviolent action, attract a wide range of interest groups in the society to an understanding of nonviolent solutions, and help to co-opt their opponent’s crucial supporters. Envisioning exercises are powerful tools because they lead to an understanding of the connection between the means and the ends, which need to be brought out early.</p> <p><b>Exercise:</b> Students create their own vision of tomorrow for their group or movement. <b>Presentation of exercises:</b> Each group presents their vision of tomorrow;</p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"><li>• <i>50 Crucial Points</i>, Chapter 1, “Introduction to Strategic Nonviolent Conflict” (posted on course page)</li><li>• <i>Why Civil Resistance Works</i>, part 1, Chapter 1 (pp. 4-29) (book)</li><li>• Ackerman, Peter and Jack Duvall, <i>A Force More Powerful: A Century of Nonviolent Conflict</i>, St. Martin’s Press, 2000, “Introduction,” (pp.1-9) (posted on course page)</li><li>• Film: “Bringing Down a Dictator” (posted on course page)</li><li>• Popovic, Srdja and Miller Matthew: “Blueprint for revolution”, (pp.55-77) (book)</li><li>• <i>CANVAS Core Curriculum</i>, chapter 1 “The first step – the vision of tomorrow” (pp.14-21) (posted on course page)</li><li>• Freedom Charter of South Africa, <a href="https://en.wikipedia.org/wiki/Freedom_Charter">https://en.wikipedia.org/wiki/Freedom_Charter</a> (posted on course page)</li></ul> <p><b>Optional:</b></p>

- Kouzes, James M. and Barry Z. Posner, “*To Lead, Create a Shared Vision*” Harvard Business Review, January 2009. (posted on course page)
- Sharp, Gene, “*Making Abolition of War a Realistic Goal*” 1980. <http://www.aeinstein.org/wp-content/uploads/2013/09/MakingtheAbolitionofWaraRealisticGoal-English.pdf> (posted on course page)

#### Videos:

- Dereck Sivers, TED talk, “How TO Start a movement”  
[https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement)
- Canvas Cartoon Training “Vision of tomorrow”  
<https://www.youtube.com/watch?v=sBw1NL30fJ8&feature=youtu.be>

February 22<sup>nd</sup>

## DAY 2

### Block 1: Power in society

Pluralistic theory of power—defines a basis for viewing political power and some of its sources. A relational view of power is that it rests on popular consent, and that no system can stand without the cooperation of the people.

### Block 2: Pillars of support

Addresses the issue of what key groups may support a nonviolent movement’s opposition, and what key groups are available to support nonviolent mobilizations. Discusses how to shift the loyalties of your target group’s supporters so they can be mobilized by you.

**Exercise:** Students analyze the pillars of support in their own societies.

#### Presentation of exercises

### Block 3: Obedience

Addresses why different people in society obey even when unhappy with the status quo; understanding why people obey is an essential part of figuring out how to get them to use the central methods of non-cooperation.

**Exercise:** Students analyze obedience patterns in their own societies and create a basic plan to get individuals to change their obedience patterns

#### Presentation of exercise

## READINGS

- *From Dictatorship to Democracy*, Chapter 5 “Exercising Power,” (pp. 29-38)  
<http://www.aeinstein.org/wp-content/uploads/2013/09/FDTD.pdf> (posted on course page)
- *Why Civil Resistance Works*, Part 1, Chapter 2 (pp. 30-60) (book)

#### Optional:

- *50 Crucial Points*, Chapter 2, “The Nature, Models and Sources of Political Power” (pp. 26-31). Chapter 3, “How Power is Expressed” (pp. 34-40) (posted on course page)

- Nikolayenko, Olena, “Origins of the movement’s strategy: The case of the Serbian youth movement Otpor,” *International Political Science Review*, 34/2: March 2013.  
<http://www.jstor.org/stable/23353491> (posted on course page)

**Videos:**

- Canvas cartoon training, “Power and pillars “:  
<https://www.youtube.com/watch?v=DsQOYbvrPac&feature=youtu.be>
- “Obedience”:  
<https://www.youtube.com/watch?v=E0cEFsLQCJE&feature=youtu.be>

February 23<sup>nd</sup>

**DAY 3**

**Block 1: Power graph**

Explains how visually to depict societies so the students can discern patterns in societal behavior, what nonviolent movements and mobilizations might have achieved, and what plans for future campaigns might be most practical in accomplishing goals.

**Power graph and exercise presentations**

**Activity:** Students create a historic timeline of a situation, real or imagined, and chart the ways in which it can change over time. Students analyze how a graph can tell them about what should be the next logical step.

**READINGS**

- *CANVAS Core Curriculum: Planning considerations: Power Graph* (posted on course page)

February 24<sup>rd</sup>

**DAY 4**

**Block 1: Planning Forward and Planning Backward**

The role of planning as universal principle of success in nonviolent struggle. Importance of understanding different levels of planning – strategic and tactical. Inverse backwards planning model. Case studies of successful planning in different stages of nonviolent movement.

**Block 2: Understanding Audiences, Introduction to Propaganda, The Role of Humor**

Insight into importance of targeted communication, analysis of most important target audience, elements of message, messenger and feedback, and development of communicational plans.

**READINGS**

- Sharpe, Gene. *"How Nonviolent Struggle Works": Part 3.*, (pp.41-143.) The Albert Einstein Institution, 2013. <http://www.aeinstein.org/wp-content/uploads/2015/01/HNVSW-updated-Jan-2015.pdf>
- Popovic, Srdja, Slobodan Djinovic, Andrej Milivojevic.; Hardy Merriman, Ivan Marovic, *CANVAS Core Curriculum*: "Organizational and operational considerations" (pp. 204-293); "Plan Format" (pp. 174-181) (posted on course page)
- *50 Crucial Points*, Chapter 6, "Targeted Communication: Message Development" (pp. 58-65). (posted on course page)
- Srdja Popovic, "The Power Of Laughtivism" TEDx, <http://ed.ted.com/on/OcUVF3wH>
- *50 Crucial Points*, Chapter 13, "Working Under Repression: Morale and Communication" (pp. 124-135) (posted on course page)

#### Optional:

- Tina Rosenberg's lecture about her book entitled *Join the Club: How Peer Pressure Can Change the World*, <http://www.youtube.com/watch?v=bbHuEMtB0g0> (posted on course page)

#### Videos:

- Gandhi Clip on the Salt March from: Gandhi, Attenborough (1982): <https://www.youtube.com/watch?v=WW3uk95VGes&nohtml5=False>
- CANVAS cartoon training, Planning forward and planning backwards: [https://www.youtube.com/watch?v=33YVa\\_Urks&feature=youtu.be](https://www.youtube.com/watch?v=33YVa_Urks&feature=youtu.be)

February 27<sup>th</sup>

#### DAY 5

##### **Block 1: Tactics of Nonviolent Struggle**

Explains three major classes of classic time-tested methods of nonviolent action; (protest and persuasion, non-cooperation, nonviolent intervention); Discusses the variety and sequencing of methods available for collective nonviolent action and gives a systematic process for selecting methods.

##### **Block 2: Dilemma Actions**

Addresses how a nonviolent movement can create action steps that can put the target group or opponent into a dilemma so that whatever choice is made, the adversary or target can be compromised or forced to change.

##### **Dilemma Actions exercise and exercise presentations**

Activity: Students design their own dilemma actions for a movement or issue

#### READINGS

- *Blueprint for revolution* (pp.97-125) (book)

**Videos:**

- CANVAS cartoon training : Laughtivism  
<https://www.youtube.com/watch?v=bW8S4syOBQA&feature=youtu.be>

February 28<sup>th</sup>

**DAY 6**

**Block 1: Theory and Studies of Negotiations and Assignment**

Understand the definition and role of negotiations in nonviolent struggle; understand the types of negotiations and negotiating partners; avoiding the most common pitfalls in negotiations.

**Block 2: Fear and Making Oppression Backfire**

Explains psychological characteristics of fear and techniques in overcoming the effects of fear. If movement intends to succeed, they must understand the methods and techniques used to overcome the adverse effects of fear. Removing or reducing fearful stimuli and anticipating surprises, through improved understanding and developed skills and discipline, have proven to be effective.

**READINGS**

- *50 Crucial Points*, Chapter 7: “Performing Public Actions” (pp.68-76) (posted on course page)
- *50 Crucial Points*, chapter 13, “Working Under Repression: Morale and Communication”
- *Blueprint for revolution* (pp.125-151) (book)
- *Making Oppression Backfire* <http://canvasopedia.org/project/making-oppression-backfire/>

**Videos:**

- Canvas cartoon training, “Unity”:  
<https://www.youtube.com/watch?v=wGxVEZJpxHU&feature=youtu.be>
- CANVAS cartoon training: Making Oppression Backfire:  
<https://www.youtube.com/watch?v=2lenVN9LTDC&feature=youtu.be>

March 1<sup>th</sup>

**DAY 7**

**Block 1: New Media and Nonviolent Struggle**

After the 2011 Arab spring media were fast to proclaim “Internet revolution” a game-changer in social mobilizing. How are the contemporary groups using social media for mass mobilizing – in democratic and authoritarian societies? What are the best practices of use of social media that drawn millions on the streets from Arab Spring through Hong Kong to Venezuela and Occupy Wall Street? What are pros and cons of using the social media? How oppressors learn censorship and surveillance in digital era? Why “Kony 2012” have failed and “Ice Bucket Challenge” still rocks? Why most effective online campaigns are only those that also have powerful “on the ground” component”.

**Block 2: Why Movements Fail? Finish What You Start**

Threats and most common reasons why nonviolent movements fail in different stages – from launching phase, throughout engagement phase all the way to “surviving victory” and aiming towards successful transition. Case studies of various movements that have failed to consolidate victories and reasons for their failure.

**READINGS:**

- *50 Crucial Points*, Chapter 16, “Online Learning and Support” (posted on course page)
- Robert Helvey, “*Influencing External Actors On Strategic Nonviolent Conflict: Thinking about the Fundamentals*” The Albert Einstein Institution, 2004, chapter 13, (pp.125-132) (posted on course page)
- Popovic, Srdja and Robert Helvey, “*Finish What You Start*” April 12th, 2012, Foreign Policy, [http://www.foreignpolicy.com/articles/2012/04/03/finish\\_what\\_you\\_start](http://www.foreignpolicy.com/articles/2012/04/03/finish_what_you_start) (posted on course page)
- “*Mistakes That Revolutionaries Make*” Video Clip Carnegie Council featuring Srdja Popovic, December 18th, 2012 (4:32) – <http://www.youtube.com/watch?v=wOEs3mu2HLU> (posted on course page)

**Optional:**

- “*Correcting Common Misconceptions about Nonviolent Action*” Einstein Institution, from Gene Sharp’s *The Politics of Nonviolent Action*. <http://www.uru.org/papers/misconceptions.pdf> (posted on course page)

March 2<sup>th</sup>

**DAY 8**

**Block 1: Plan Format**

Understand and use the planning format for strategic and tactical planning in a nonviolent struggle; Analyze and present detailed overview of ongoing nonviolent conflict using given format.

**Exercise, Groups create plan format**

**READINGS**

- *50 Crucial Points* – Chapter 4 “Assessing Capabilities and Planning” (pp.44-49); Chapter 5 “Planning Skills: The Plan Format” (pp.52-57) (posted on course page)

March 3<sup>th</sup>

**DAY 9**

**Block 1: Presentations of Plan Formats**

Representatives of each small group present their work on real-field nonviolent campaign based on “Plan Format” model, focusing particularly on situational analysis, mission statement, what is to be done, coordination, administration and logistics

## **Block 2: Wrap-up of the course, Discussing Assignments and final papers**

Students will present their work on selected nonviolent conflict case studies, looking at the conflict from the points discussed in the course – background, sources of power, pillars of support, power graph, strategy and tactics from both sides of the conflict, and groups prepare short papers.

Representatives of each group present their work in 5-10 minutes presentation, followed by discussion by students and instructors

### **NYUSPS Policies:**

NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Classes Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies.

The full list of policies can be found at the web links below:

- University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>
- NYUSPS: <http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

### University Policies:

- Attendance and Lateness policy: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (other than for verifiable medical or similar reasons) during the Fall and Spring and one (1) absence during the summer will likely lead to a need to withdraw from the course or a failing grade.
- **Incomplete policy:** Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed and the basis for the Incomplete can be verified. A student's procrastination in completing his/her paper is not a basis for an Incomplete.
- **Submission of work:** All written work must be submitted via the Assignment Tool on NYU Classes; student work will be scanned by Turnitin plagiarism-detection software.
- **Statement on Academic Integrity and Plagiarism:**
- *Plagiarism is presenting someone else's work as though it were one's own. More specifically, plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since **plagiarism is a matter of fact, not of the student's intention**, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. **Penalties for plagiarism range from automatic failure for a paper or course to dismissal from the University.***
- **Accommodations for Disabilities:** Any student who needs a reasonable accommodation based on a qualified disability is required to register with the Moses Center for Student Disabilities for assistance ([www.nyu.edu/csd](http://www.nyu.edu/csd)).
- **Student Resources:** <http://www.nyu.edu/life/resources-and-services.html>

- o **Virtual Computer Lab:** <https://vcl.nyu.edu/vpn/index.html>

**Grading Scale:**

<b>Grade</b>	<b>Meaning</b>	<b>GPA Conversion</b>
A	Exceptional; superior effort	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good; meets program standards	3.0
B-	Meets program standards in most respects	2.7
C+	Requires moderate improvement	2.3
C	Requires significant improvement	2.0
C-	Requires extensive improvement	1.7
F	Fail – Did not meet minimal course requirements	0

**Evaluation Criteria:**

- ❖ **Research Paper:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
- ❖ **In-Class Exercises:** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
- ❖ **Group Project:** Addressing the questions asked and drawing relevant and useful conclusions based on research and analysis; working together effectively as a team.
- ❖ **Presentation:** Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.
- ❖ **Class Participation:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**INSTRUCTIONS FOR WRITING SEMINAR PAPER**  
**NYU Course “Waging Non-Violent Conflict: A Practical Workshop”**

**Length** of the seminar paper should be at minimum 5 pages and 8 pages

**Topic** on seminar paper should be conflict or groups of conflict, which you choose by yourself or in consultation with teachers.

- 1) The basic way to perform it would be to analyze US society, or any other by particular interest via “Power graph” as it was presented on the class.
- 2) Alternatively, you could choose some other case studies around the world as: Cuba, Tibet, Burma, Venezuela, Iran, Serbia, Zimbabwe...ethnic conflicts, national conflicts and others alike.
- 3) In addition to these topics, you can choose another, but it must be related to the topics of this class (exploring for example anti war, or environmental movement).

**Within 5-8 pages** seminar paper has to include identification of the conflict or group of conflicts as follows:

- History, causes and nature of conflict (up to 3 paragraphs)
- Region and geopolitical space in which the conflict takes place (up to 1 page)
- Type of conflict (ethnic, social, political...) (up to 1 paragraph)
- Analysis of sources of power and institutions - pillars of support in the conflict (up to 1.5 pages)
- The strategies of both sides in conflict and how it operates; (up to 1 page)
- Explanation of tactics / methods used by both sides in conflict and their actual efficiency.(up to 2 pages)
- Summary: Current status of conflict, students evaluation on future dynamics of conflict – who is winning?

**Technical details:**

**CONTENTS** (written in the first page and includes all titles and subheadings in the work of the label on which side there).

Pages of the paper have to be **numbered**. Use margin: 3.1 cm left, and the 2.5 top, bottom and right. Use double space. Font sizes:

- title 16 pt, bold,
- numbered subheadings in the work of 14 pt, bold,
- 12pt rest of the text as normal text,

## **BIBLIOGRAPHY**

At the end of the paper, there should be bibliography that was used in paper work. In the bibliography page is necessary to specify the author (surname and first letter of the name, year of publication, title, publisher, and place of publication. For titles of books / articles use *Italic*. Sort the sources, ie. Articles, textbook ... in alphabetical order. For the text from the Web sites there should be a link, for example:

<http://www.canvasopedia.org/legacy/content/canvasopedia/methods.htm>

## **REFERENCE AND QUOTES**

When quoting specific definition, classification, data, tables, images or parts of the text it is necessary to specify the source in a footnote. Using guidance note means quoted sources at the bottom of the text. Footnotes 10 pt, normal, reference is made to read the text on the appropriate side and mark with the number 1 to n.

Each of the papers will be submitted to the course instructors via email for evaluation ([srkip@canvasopedia.org](mailto:srkip@canvasopedia.org), [slobodan@mediaworks.rs](mailto:slobodan@mediaworks.rs) )

Teachers will respond and grade them within two from that date.

Belgrade, January, 2017

Course instructors  
Srdja Popovic, Slobodan Djinovic