Garrett-Evangelical Theological Seminary
DM718-Theories and Practices of Nonviolent Social Change
June 9-13, 2025 (Online)
9.00am - 12.00pm; 1.00pm - 3.30pm; 3.40pm - 4.10pm via Zoom
Instructor: Rev. Dr. Angela Cowser (she, her)
Email: angela.cowser@garrett.edu
Telephone: 615-294-9943 (cell)

Mt. 26:47-56, Jesus Arrested (NIV)

47 While he was still speaking, Judas, one of the Twelve, arrived. With him was a large crowd armed with swords and clubs, sent from the chief priests and the elders of the people. Now the betrayer had arranged a signal with them: "The one I kiss is the man; arrest him." Going at once to Jesus, Judas said, "Greetings, Rabbi!" and kissed him. Jesus replied, "Do what you came for, friend." Then the men stepped forward, seized Jesus and arrested him. With that, one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear.

52 "Put your sword back in its place," Jesus said to him, "for all who draw the sword will die by the sword. Do you think I cannot call on my Father, (God) and he (God) will at once put at my disposal more than twelve legions of angels? But how then would the Scriptures be fulfilled that say it must happen in this way?"

55 In that hour Jesus said to the crowd, "Am I leading a rebellion, that you have come out with swords and clubs to capture me? Every day I sat in the temple courts teaching, and you did not arrest me. But this has all taken place that the writings of the prophets might be fulfilled." Then all the disciples deserted him and fled.

Class Hours: 9.00am - 12.00pm; 1.00pm - 3.30pm CT

Location: Zoom

Student Roster: Erik Carlson; Thomas Dixon; Sung-A Hong (Maria); Maddie Johnson; Kendrick Kemp; Aaron Lauer; Linda Martin; Darren Wood

Course Description:

This course intends to accomplish three learnings:
Understand:

- the causes, consequences, and cures for violence
- the major theories and practices of nonviolence as a way of life
- the key words, concepts, theories, and practices of nonviolent social change as they relate to each student's doctoral research areas and current ministry contexts [gleaned through readings curated specifically for each student's research area], and '
- To understand how to write academic book and chapter summaries containing the keywords, concepts, theories and practices relevant to their research area and ministry context.

Course Outcomes:

As the student fulfills the course requirements, the student will learn to:

- Recognize the many manifestations of violence at the micro, meso, and macro levels;
- Articulate the major theories and practices of nonviolence as they work (or not) in the student's current ministry context;
- Recognize and use keywords and concepts, including scholarly definitions and applications related to theories and practices of nonviolence and applicable to student's research and ministry area.

Required Readings

Violence: An Interdisciplinary Approach to Causes, Consequences, and Cures, 1st edition, Bandy X. Lee, Wiley-Blackwell.

Option 1:

- The student has read the entire book, understands the key concepts and main arguments in each chapter, and applies these concepts/arguments to their specialized assignment.

Option 2:

- The student has read chapters assigned to ALL STUDENTS, and to specific chapters assigned to each student. The student applies concepts from the ALL STUDENTS readings as well as their specific chapters to their specialized assignment.

The Nonviolence Handbook: A Guide for Practical Action, Michael N. Nagler, Berrett-Koehler Publishers.

Option 1:

- Students read the entire book, understand the key concepts and main arguments in each chapter, provide a 1/2-page, SS chapter summary from their assigned CHAPTER and produce a 1 - to 2-page, SS summary of the ENTIRE BOOK.

The Power of Nonviolence: Writings by Advocates of Peace, Howard Zinn, Beacon Press.

Option 1:

- Student reads the entire book, understands the key concepts and main arguments in each chapter, and produces a 1 to 2-page, SS summary of the entire book.

Option 2:

- Each student reads her/his/their assigned essays and writes a ½ - to 2-page summary of the key claims, ideas, and concepts from their assigned essays only.

Supplemental Texts: have been discussed and decided on in conversation between each student and the instructor.

Course Assignments

[REQUIRED] - Class Attendance and Class Participation [see pg. 11].

[REQUIRED] - Required Readings [see above].

[REQUIRED] - Specialized Assignments for each student - to be worked on with the Instructor this Thursday and Friday.

[OPTIONAL EXTRA CREDIT]] - For each of the supplemental books, please produce a 1 to 2-page, SS summary of the following KEY items for each book:

- Key claims, arguments , and/or theories
- Key words (and their definitions)
- Key concepts (and their definitions)
- Key practices
- Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.

Required Texts	Book Summary to Include
Violence: An Interdisciplinary Approach to Causes, Consequences, and Cures	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.

The Power of Nonviolence: Writings by Advocates of Peace	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.
The Nonviolence Handbook: A Guide for Practical Action	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.
Supplemental Books (Optional/Extra Credit) **Book #1** **Book #2** **Book #3** **Book #4**	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.
Other Assignments as Specified, [required]	• Kendrick: Syllabus on Disability and Violence in an African-American American Baptist Church • Linda: Syllabus on Mental Illness and Behavioral Disorders in African-American Baptist Church • Maddie: Sexual Assault Curriculum (Lifelong - Ministry-Long) for a UMC Annual Conference • Thomas: Restorative Justice and the Use of Peace Circles in a Chicago-Based Homeless Ministry (record and exegete a Peace Circle meeting - May or June 2025 • Maria: ?? on Racial Discrimination in a White UMC Church (Cross-Racial Appointment) • Aaron: Enriched Homelessness Ministry at First Church, Fr. Lauderdale; Interview with Will O'Brien, Projet HOME • Darren: Infusing Mercy, Advocacy, Justice into a Traditional Liturgy

Bandy X. Lee, *Violence: An Interdisciplinary Approach to Causes, Consequences, and Cures. Hoboken: John Wiley & Sons, 2019.*

Option 1: Student reads the entire book, understands the key concepts and main arguments in each chapter, and applies these concepts and arguments to their research project.

Option 2: Students read the chapters assigned to ALL STUDENTS and to specific chapters assigned to you. The student gleans key concepts, definitions, and main arguments from ALL STUDENTS chapters as well as their assigned chapters, and applies these concepts and arguments to their research project.

Table of Contents	Reading	Assigned to:	
Part 1: General Framework Introduction		ALL STUDENTS	Dr. Cowser will provide a 10-15-minute report of summative claims and ideas.
Causes Part 2: Intra-Interpersonal Framework	**Biology**	Kendrick AND Maria	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
	Symbolism/Spiritual	Linda	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
Causes: Part 3: Social and Societal Framework	**Sociology/Anthropology**	Maddie	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
	Politics and Economics	Thomas AND Aaron	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
	Structural Violence	Erik AND Aaron	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
	Environmental (and Nuclear) Violence	Dr. C.	Dr. C.

Consequences: **Part 4: Life-Cycle Framework**	**Consequences of Violence**	Darren	Prepare a ½ - to 1-page summary report of claims, keywords, and key definitions (**email summary to angela.cowser@garrett.edu no later than 6.8.2025**) and be prepared to present your report to the class (10 mins).
Cures: **Part 5: Intervention Framework**	**Criminal Justice Approaches**	ALL STUDENTS	Dr. Cowser will provide a 10-15-minute report of summative claims and ideas.
Cures: **Part 6: Prevention Framework**	**Public Health Approaches**	ALL STUDENTS	Dr. Cowser will provide a 10-15-minute report of summative claims and ideas.
	Nonviolence Approaches	ALL STUDENTS	Dr. Cowser will provide a 10-15 minute report of summative claims and ideas.
Conclusion: **Part 7: Overview and Analysis**	**Synthesis and Integration**	ALL STUDENTS	Dr. Cowser will provide a 10-15 minute report of summative claims and ideas.

Michael N. Nagler, The Nonviolence Handbook: A Guide for Practical Action. Oakland: Berrett-Koehler Publishers, Inc., 2014.

Option 1 Only:

- Student reads the entire book, understands the key concepts and main arguments in each chapter, and produces a 1-2 page, single-spaced summary of the entire book.

		Provide a summary of the chapter	Read the Chapter
Chapter 1: An Introduction to Nonviolence	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.	**Maddie, [½ page, SS]**	ALL STUDENTS
Chapter 2: Right Intention: Cultivating a Nonviolent Soul	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.	**Kendrick, [½ page, SS]**	ALL STUDENTS
Chapter 3: Right Means: Knowing Where We Stand	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.	**Linda, [½ page, SS]**	ALL STUDENTS
Chapter 4: Putting Nonviolent Energy to Work	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.	**Thomas, [½ page, SS]**	ALL STUDENTS
Chapter 5: Peering into the Heart of Satyagraha	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices	**Erik, [½ page, SS]**	ALL STUDENTS

	• Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.		
Chapter 6: What Have We Learned and Highlights	• Key claims, arguments , and/or theories • Key words (and their definitions) • Key concepts (and their definitions) • Key practices • Your assessment of the relative usefulness of these claims, words, concepts, and practices for your research project.	**Maria, [½ page, SS]**	ALL STUDENTS

Howard Zinn, The Power of Nonviolence: Writings by Advocates of Peace

Option 1:

- Student reads the entire book, understands the key concepts and main arguments in each chapter, and produces a 1-2 page, single-spaced summary of the entire book.

Option 2:

- Each student reads her/his/their 2 assigned essays and writes a ½-1 page summary of the key claims, ideas, and concepts ONLY from their assigned essays only.

ESSAY	ASSIGNED TO	Amount of Time to Present
Buddha [p. 3]	Maria	5 mins
Ralph Waldo Emerson [p. 8]	Erik	5 mins
Thoreau [p. 15]	Erik	5 mins
Addams [p. 39]	Maddie	5 mins
Nearing [p. 42]	Thomas	5 mins
Gandhi [p. 45]	Linda	5 mins
Day [p. 47]	Thomas	5 mins
Weil [p. 53]	Darren	5 mins
Camus [p. 57]	Kendrick	5 mins
Wallace [p. 74]	Aaron	5 mins
Muste [p. 83]	Maddie	5 mins
Merton [p. 96]	Darren	5 mins
MLK, Jr. [p. 113]	Linda	5 mins
Zinn [p. 125]	Thomas	5 mins
Berrigan and Hanh [p. 151]	Kendrick	5 mins
Ikeda and Pauling [p. 174]	Aaron	5 mins
Roy [p. 182]	Aaron	5 mins
Wise [p. 193]	Maria	5 mins

DRAFT DAILY SCHEDULE

	9.00am - 12.00pm CT Zoom Link	1.00pm - 3.30pmCT Zoom Link	3.40pm - 4.10pm CT Office Hours	Homework
Monday **June 9** **Timekeeper:** **Note-Taker for Homework Assignment:**	Introductions and Rounds Opening Prayer Scripture Reading Review/Revise Syllabus Your Problem in Ministry and Research Question Lee on Violence • General Framework • Causes: Intra-Interpersonal Framework [Biology; Symbolism/Spiritual]	Lee on Violence • Causes: Social and Societal Framework [Sociology/Anthropology; Politics and Economics; Structural Violence; Environmental Violence • Consequences: Life-Cycle Framework Summary of Learnings and Open Questions		Pending, 6.8.2025
Tuesday **June 10** **Timekeeper:** **Note-Taker for Homework Assignment:**	**Lee on Violence** • Cures: Intervention Framework (Criminal Justice) • Cures: Prevention Framework (Public Health; Nonviolence	**Lee on Violence** • Conclusion: Overview and Analysis [Synthesis and Integration] **Nagler on Nonviolence** • What is Nagler's argument? • Where do Nagler and Lee agree and amplify each other? • Where do Nagler and Lee disagree with each other?		Pending, 6.8.2025
Wednesday **June 11** **Timekeeper:** **Note-Taker for Homework Assignment:**	**Zinn Essays** • Where do the Zinn essays, Nagler, and Lee agree? • Where do the Zinn essays, Nagler, and Lee amplify each other? • Where do the Zinn essays, Nagler, and Lee disagree with each other?	• Synthesis of Claims, Arguments, Keywords, Key Definitions • The Implications for your Research Project		Pending, 6.8.2025
Thursday **June 12** **Timekeeper:** **Note-Taker for**	**Specialized Assignments: AM off for some students)** Instructional Design (Syllabus; Curriculum)	**Specialized Assignments: PM off for some students)** Interviews [revised homeless ministry outline] Liturgies [revised]		Pending, 6.8.2025

Homework Assignment:				
Friday June 13	1-on-1 Meeting (30 mins) with the Instructor about your Specialized Assignment and any Other Issues • Student #1: 9.00 - 9.30am • Student #2: 9.40 - 10.10am • Student #3: 10.20 - 10:50am • Student #4: 11:00 am - 11:30 am • Student #5: 11:40 am - 12:10 pm	1-on-1 Meeting (30 mins) with the Instructor about your Specialized Assignment and any Other Issues • Student #6: 1:00pm - 1:30pm • Student #7: 1:40pm - 2:10pm • Student #8: 2:20pm - 2:50pm		

Class Attendance and Class Participation Sheet

Students	Monday	Tuesday	Wednesday	Thursday	Friday	Timekeeper	Notetaker
Erik Carlson							
Thomas Dixon							
Sung-A Hong							
Maddie Johnson							
Kendrick Kemp							
Aaron Lauer							
Linda Martin							
Darren Wood							

Class Attendance and Class Participation Rubric

	Attendance and Preparation	Engagement and Contribution
20 points	Regularly attends all classes. Does all readings carefully and thinks about them deeply. Is prepared to discuss and pose informed questions about the readings, using specifics and connecting the readings to theory, research, and/or practice.	Always is highly engaged in class: listens attentively, takes notes, comments and asks thoughtful questions based on an understanding of the readings or prior discussion. Makes connective points and constructively advances the discussion or the group's work. Takes initiative to move the group along and contribute to learning. Collaborates effectively with others in both small and large groups.
15 points	Regularly attends all classes. Does all of the reading carefully but may not work to understand the content in depth. Can ask thoughtful questions and often sees links across readings and between readings and practice.	Usually is very engaged in class. Fulfills assigned responsibilities at a high level. Participates constructively in discussions, drawing connections between relevant points. Works effectively with others and contributes to their learning. Asks questions that demonstrate understanding of the material and advance others' understanding.
10 points	Regularly attends classes. Does all of the reading but sometimes only superficially. Is prepared to participate in discussions and respond to questions, but mostly on a general level.	Is unevenly engaged in class. Makes points and asks questions but may divert the discussion. Fulfills most assigned responsibilities. Works cooperatively with others. Responds well when called upon by instructors or peers, but rarely volunteers.
5 points	Attends classes but may be late or leave early more than once. Completes some readings but skips others. Usually does not read material carefully or in depth. Is prepared to participate in general discussions or pose occasional questions, but these are not grounded in an understanding of the readings.	Does not contribute unless called upon. Pursues own concerns without regard for the direction of the discussion or others' needs. Offers few insights into the readings or work. Participates without becoming engaged with others or contributing beyond the minimum.

Note: Adapted from the participation rubric from S-460: Integrating Perspectives on Education by Susan Moore Johnson and Nonie Lesaux, Harvard University.

Grading Chart

***PLEASE PUT ALL ASSIGNMENTS INTO 1 WORD DOCUMENT AND EMAIL THE FILE TO ME NO LATER THAN MONDAY, JULY 7, 2025.*

I WILL HAVE YOUR GRADES IN TO THE REGISTRAR NO LATER THAN JULY 31, 2025.

Students	Specialized Assignment	Lee, Option 1 or Lee, Option 2	Nagler, Option 1	Zinn, Option 1 or Zinn, Option 2	Class Participation and Class Attendance	Supplemental Reading Summaries (Extra Credit) Yes/No
	25 points	25 points (option 1) 20 points (option 2)	15 points	15 points (option 1) 5 points (option 2)	20 points	10 extra points
Erik Carlson						
Thomas Dixon						
Sung-A Hong						
Maddie Johnson						
Kendrick Kemp						
Aaron Lauer						
Linda Martin						
Darren Wood						

Grading Scale

97-110	A+
93-96	A
90-92	A-
97-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
65-61	D-

60 and below	F