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| **COURSE DESCRIPTIONS** |

Course title: **Political violence - The case of Color Revolutions and Gandhi’s satyagraha**

**Course description**:

The fundamental idea of the course is to educate the students and improve their understanding of the nature of violence and its disastrous political effects. To that effect, the course adopts a twofold approach. First students will be provided with the necessary information and insights on the nature of violence and its usage and effects in politics. Through it, the students will become more familiar with this topics that will facilitate the necessary awareness about it, its ontological nature, manifestation, and consequences that will furthermore equip the students with the necessary thinking tools to discern or distinguish between a violent political action and a genuine non-violent political action. The second aspect of the twofold approach is Hegelian or teaching through thesis, antithesis and synthesis. In that direction, students will be shown an example of action of political violence (Color Revolution) that will be compared with a genuinely non-violent political action (Gandhi’s satyagraha) and through the synthesis of both, the students will have the complete theoretical and practical understanding of what is a an action of political violence and what is a genuinely non-violent political action.

**Aim of the course:** The ultimate aim of this course is to facilitate the deep understanding of the phenomena of political violence and its disastrous consequences so that the future generations and decision makers can have the necessary awareness to make wiser choices and instead of repeating the old patterns that ultimately drove the world on the brink of a Third World War like it is now, will be able to make decisions and policies that will nurture peace and thus improve the lives of the people in the global society.

**Teaching method:**

The first timeslot of three classes will be held by a lecturer – frontal teaching.

The second timeslot, the last 4th class will consist of short group presentations where students will be tasked with identifying one example of political violence and one of non-violence in mass movements from politico-historical events. The aim is to test their practical understanding of a violent and a non-violent political action and their ability to distinguish one from the other.

**Bibliography:**

1. P.K. Baev. “A Matrix for Post-Soviet ‘Color Revolutions’: Exorcising the Devil from the Details – International Area Studies Review”. USA: Sage Publications, 2011.
2. Tilly, Charles. „The politics of collective violence”. United Kingdom: Cambridge University Press, 2003.
3. Thoreau, D. Henry. „Civil disobedience”. USA: Mozambook, 2001.
4. Weber, Marx. „ Essays in Sociology”. New York: Oxford University Press, 1946.
5. Weber, Marx. (translated by Vjeran Katunaric). „Government and politics”. Zagreb: Naklada Jesenski I Turk, 1999.
6. Žižek, Slavoj. „Violence”. New York: Picador, 2008.
7. Please present your 4 draft classes which you are planning to teach (title and brief summary):

1st class:

Class title: **Political violence, its nature and consequences**

**Class description**: The idea of the first class is to introduce the students to the phenomena of violence, its nature and political consequences with the purpose to deepen the understanding and raise the awareness of the tragic effects it has when used for political purposes. Simultaneously, it aims at showing the absolute necessity of an ethical frame for the conduct of the political game. The approach of the 1st class is twofold. First, through the works of moral and political philosophers and political and social scientists, and second through several historical examples, the students will be educated on the nature of violence and the political consequences of its usage by which they will gain deeper understanding of the relation between means and ends.

**Aim of the 1st class**: The main goal of the first class is to show the students how the means determine the ends, with which they will come to understand that violence cannot be used for good. The aim of this class, is to show students that in political sense, one cannot kill its way to peace that will consequently reveal the absolute necessity of an ethical framework for the conduct of politics.

**Teaching method**:

Lecturer – frontal teaching and stimulation of a discussion.

Bibliography:

1. G. Sharp. “How nonviolent struggle works”. Boston: The Albert Einstein Institution, 2013.
2. 2. G.M. Gallarotti. “Soft power: what it is, why it’s important, and the conditions for its effective use”. USA: Journal of Political Power, 2011.

2nd class:

Class title: **Political violence and coercion: Case study - The Colored Revolution in Republic of North Macedonia**

**Class description**: The main idea of the second class is to show the link between violence and coercion and to relate that to the connection of the means and ends. First, the purpose is to show that coercion is rooted in violence and that there is no such thing as non-violent coercion. The approach is twofold. By examining the work of Professor Gene Sharp and Mahatma Gandhi, students will become familiar with two diametrically opposed views on what constitutes a violent action and coercion. Through the synthesis of both approaches, the students will come to realize that coercion is always violent and by already knowing that the means determine the end, they will be able to understand that a genuine democracy cannot be built through violent means, even when they are used against an autocratic government. The theoretical knowledge will be supported by the practical information of the case study and its aftermath. In this way, students will understand that only peaceful and non-violent means can create a genuine democratic system.

**Aim of the 2th class**: The aim of the second class is for students to understand, through theoretical and practical knowledge, that noble and genuine social transformations can only be achieved through ethical means and not just through pragmatic tools.

**Teaching method:**

Lecturer – frontal teaching and stimulation of a discussion.

**Bibliography:**

1. G. Sharp. “From dictatorship to democracy”. USA: The Albert Einstein Institution, 2010.

2. E. Chenoweth and M.J. Stephan. “Why Civil resistance works – The strategic logic of non-violent conflict”. New York: Columbia University Press, 2011.

3rd class:

Class title: **Non-violent political action: Gandhi’s satyagraha**

**Class description**: In the third class students will be shown what a genuine non-violent political action is. The example of the Indian independence movement led by Mohandas M. Gandhi will be examined. The approach is threefold. First, Gandhi’s moral philosophy, views on violence and politics will be examined. By inquiring deeply into Gandhi’s understanding of violence, the students will understand that violence is a very subtle phenomenon. In this way, they will be educated that political actions must be conducted very carefully in order to produce good results. Second, the students will inquire into the principal philosophy and the methodology of the independence movement itself. By comparing Gandhi’s methodology with the methodology developed by Sharp, students will understand that the principle difference between violence and non-violence is dissolution as opposed to integration and destruction as opposed to creation. Lastly, the results achieved by the Indian independence movement will show that it succeeded in creating a new system that improved the lives of the people as opposed to the Color Revolutions that are only able to destroy a system.

**Aim of the 3th class**: The aim of the third class is by showing a positive example and its positive consequences, to imprint in the student’s consciousness an understanding of the meaning and effect of right political action as well as an example to follow, a model to pattern themselves to that they can also use in their own decisions and actions.

**Teaching method:**

Lecturer – frontal teaching and stimulation of a discussion.

**Bibliography:**

1. M.K. Gandhi. “Hind Swaraj or Indian home rule”. India: Navajivan Publishing House, 1938.

2. A. Roberts and T.G. Ash. “Civil resistance and power politics”. USA: Oxford University Press, 2009.

4th class:

**Class title:** Identifying violent as opposed to non-violent political and civil movements

**Class description:** The fourth class will consist of short group presentations and a discussion on the student’s findings. The task of the students will be to identify one example of a violent political movement and another of a non-violent political movement from politico-historical events. The students will hold group presentations in which they will have to explain why a certain movement was violent and why another was non-violent after which a discussion on their findings will follow. By their own research, the students’ knowledge, understanding and ability to detect violence will increase to the necessary level that will enable them to distinguish between a violent and a non-violent political action from various examples. The discussion will serve the purpose to clarify their understanding and thus add value to their overall knowledge of the phenomena of political violence.

**Aim of the 4th class:** The aim of the fourth class is to help the students to develop a complete understanding of political violence and non-violence in various different situations that will prevent any misunderstanding or inability to distinguish between violence and non-violence when the boundaries between the two seems thin. The ultimate purpose is to facilitate such awareness that the future generations can have deep metaphysical, political and social understanding of these phenomena and their consequences so that they can guide their actions in the right way that will produce right results.

**Teaching method:**

Group presentations and discussion of findings

**Bibliography:**

1. J. Gerlach. “Color Revolutions in Eurasia”. New York: Springer, 2014.

2. D. Lane. “Colored Revolution’ as a Political Phenomenon - Journal of Communist Studies and Transition Politics”. USA: Routledge Taylor and Francis Group, 2009.