**Prompt (Question):**

During struggles against discrimination or political and economic exclusion based on race and ethnicity, some anti-racist, civil rights, and independence activists believed that nonviolence was the best way to end racism. Others argued that racist, unequal systems could only be defeated through violent struggle. Is violence justified in fighting against racial or ethnic discrimination and exclusion? Why or why not? Formulate an argument and support it using examples, from readings and lectures, of authors’ arguments and real-world cases.

**Details of this Paper:**

This paper should be around *1300 words*, and submitted double-spaced, in 12-point font, with each page numbered. The pages should be stapled together and compiled in this order: As the second page, please include a *copy of the rubric, with check marks* in the boxes that you think reflect the quality of your work. You may include comments to explain your reasoning. This will help to understand if there have been issues with the clarity of the assignment and expectations. ***You are not expected to do any outside research or reading***, but you can cite arguments, ideas, and examples from lecture and optional, recommended readings. References to material from readings any short direct quotations **must be properly cited**. All work, wording, and ideas that are not cited must be your own. You should provide an *introductory paragraph* about your chosen topic, present **a very *clear* *thesis statement*, and then write *several paragraphs providing examples and elaborating on these to support your thesis*. (I made an example that you might get an idea for the thesis: Volience is justified in fighting against colonial rule because of mordern globalzion, economic development, and human rights.)** (I personally prefer to use an example of China and the U.S. trade war **if** it's possible). **The examples not only should be from the reading I gave, but also need to use some recent real-world cases to promot the thesis’ reasons.** You should then have *one or two concluding paragraphs* restating your argument and making a case for its significance. Paper should be fully-formed, **complete and wholly logical argument.** Demonstrates **clear understanding of course materials and prompt. Key elements and arguments are identified and clarified in detail**. Accurate, deep interpretation and justification using **independent thought, building on course materials to present new and original interpretations and ideas.** Deep, copious evidence and/or comparative detail in **supporting argument with clear**, logical examples.Discussion fully **developed with author's opinion or interpretation** in taking a stance of advocacy or criticism**.** Completely and fully accurate, extensive understanding of relevant course concepts and multiple authors' arguments. **Should have my own view in the conclusion paragraph**, since I am Chinese, prefer to use some views as a Chinese. Thank you.

**Readings and Lectures for the Paper:**

**Non-Violent Gandhism: Advocates, Activists, and Skeptics:**

• Steger, Manfred B. 2001. “Peacebuilding and Nonviolence: Gandhi’s Perspective on Power.” In D.J. Christie, R.V. Wagner, and D.A. Winter (eds.), Peace, Conflict, and Violence: Peace Psychology for the 21st Century, chapter 26. Englewood Cliffs, NJ: Prentice-Hall.

• Kadivar, Mohammad Ali and Neil Ketchley. 2018. “Sticks, Stones, and Molotov Cocktails: Unarmed Collective Violence and Democratization.” \*READ pp.1-4 and 9-14.\* • Gee, Tim and Rahila Gupta. 2019. “The Debate: Is pacifism appropriate for today’s world?” New Internationalist (July 12). <https://newint.org/features/2019/07/01/debate>

**Fanonian Decolonization:**

• Fanon, Frantz 1963 [1961]. The Wretched of the Earth. New York: Grove Press.  \*READ “Concerning Violence,” pp.35-55.\*

•South Africa’s Rhodes Must Fall Movement and Decolonization Today: \*SKIM\* Pillay, Suren. 2015. “Decolonizing the University.” Africa Is a Country (June 7). https://africasacountry.com/2015/06/decolonizing-the-university.

**Anti-Racist Cosmopolitanism and ‘1968-ism’:**

•For Anti-racist cosmopolitanism**:** Slate, Nico. 2012. Colored Cosmopolitanism: The Shared Struggle for Freedom in the United States and India. Cambridge, MA: Harvard University Press. \*READ Introduction (pp.1-5) and SKIM Chapter 3: ‘Colored Cosmopolitanism’ (pp.65-75 and 82-92).

•For‘1968-ism’:  Elbaum, Max. 2002. “What legacy from the radical internationalism of 1968?” Radical History Review 82 (Winter): 37-64.

**Dependency School:**

• Gunder Frank, André. 1966. “The development of underdevelopment,” Monthly Review 18(4): 17-31.

• Achiume, E. Tendayi. 2019. “The Postcolonial Case for Rethinking Borders.” Dissent (Summer). <https://www.dissentmagazine.org/article/the-postcolonial-case-for-rethinking-borders>.

**Neoliberalism vs. Alter-Globalization:**

 • For Neoliberalism and the Global Political Economy: Boas, Taylor C. and Jordan Gans-Morse. 2009. “Neoliberalism: From new liberal philosophy to anti-liberal slogan.” Studies in Comparative International Development 44(2): 137-161. \*READ pp.137-139 and 145-152.\*

 • Resisting Globalization or Forging Global Alternatives? :  Kahn, Richard and Douglas Kellner. 2007. “Resisting Globalization.” In George Ritzer (ed.), The Blackwell Companion to Globalization, 662-674. Oxford: Blackwell.

**Contemporary Anarchism: Occupy Wall Street, Rojava, and Antifa:**

• Gibson, Morgan Rodgers. 2019. “The Failure of the State and the Rise of Anarchism in Contemporary Anti-Systemic Praxis,” New Proposals 10(1): 45-59.

• The Occupy Movement: Wall Street and Beyond • Gautney, Heather. 2012. “Occupy x: Repossession by Occupation.” South Atlantic Quarterly 111(3): 597-607.

•Antifascism: Bray, Mark. 2017. Antifa: The Anti-Fascist Handbook. Brooklyn: Melville House. \*READ xiiixx.