

# **Gandhi, Malcolm X & Dorothy Day:**

## ***The Quest for Personal and Social Transformation***

**SJUS 4050/5050—Spring 2017**

**Science 1086**

**Mon & Wed—12:30 to 1:45**

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Office Hours: Wednesday & Thursday from 4:00-5:00pm, or by appointment

### **COURSE DESCRIPTION**

Mohandas Karmachand Gandhi, Dorothy Day, and Malcolm X recognized that their capacity to bring about social change was tied to their ability to change themselves. Gandhi worked out his vision of a compassionate society through explorations of the *Bhagavad Gita* and the writings of Tolstoy and Ruskin. For Day, the way for the “building of a new world within the shell of the old” opened when she met Peter Maurin and began a life of service to the poor. Malcolm X’s vision of racial harmony and reconciliation emerged in his post-Mecca months. This course explores the link each individual saw between personal and social transformation and how they changed themselves and their worlds.

### **COURSE OBJECTIVES**

1. To explore the connection between personal and social transformation
2. To gain knowledge of the meaning of the key turning points and their significance in the lives of Mohandas K. Gandhi, Malcolm X and Dorothy Day
3. To comprehend that failure can be a stepping stone for transformation
4. To know that the ability to change society is linked to an individuals ability to change herself/himself
5. To understand that spirituality has the potential to be a positive force for good in the life of an individual

### **CANVAS**

Students in the course are REQUIRED to DAILY check their Canvas “Inbox” as this is the only means I have of communicating with you all. The easiest way to do this is to opt to have Canvas messages forwarded directly to your email, or to download the Canvas App for your phone. I have had a serious issue with this in past semesters, and so I will have a zero tolerance polity on this: if you miss a Canvas message and fail to do the work noted therein, you will not receive credit for that assignment.

## COURSE REQUIREMENTS

### **CLASS PARTICIPATION**

Attendance and regular participation are required for every class period. Students are expected to participate actively (i.e. multiple times) in every class discussion. If you find it difficult to actively participate in discussions, please talk to me in the first three weeks of class so that we can discuss methods to help you develop your ability to engage in dialogue with your peers. If something comes up in your life that will keep you from being in class, or is causing you to close yourself off socially, please contact me and let me know your situation. I will work with anyone, but I need to know what you are going through in order to be able to work with you. Each student is allowed **two approved absences**—which requires that you notify the professor of your absence before the class begins—for the semester. Unexcused absences will result in your final grade will be lowered by a third of a letter grade (3.33%).

**Attendance and regular class participation make up 40 percent of the grade**

### WRITTEN ASSIGNMENTS

#### **THREE PART JOURNAL**

Participants are required to make weekly entries in a three-part journal.

- **Part 1** will focus on Mohandas K. Gandhi and is due **February 15**
- **Part 2** will focus on Dorothy Day and is due **March 15**
- **Part 3** will focus on Malcolm X and is due **April 19**

For this exercise to be the most personally and intellectually beneficial, it is important that the journal entries be written weekly. As you reflect and enter into a dialogue with the materials, please keep in mind the overall direction of the course—the quest for personal and social transformation in the lives of Gandhi, Day and Malcolm X. Each part should be five pages (**6-7 pages for graduate students**) in length. Please be sure to cite the readings and sources *appropriately and regularly* in every journal entry.

**Each of the above parts of the journal are worth 15 percent of the grade.**

#### **FINAL ESSAY**

Write an essay, five pages (**8-10 pages for graduate students**) in length, in which you compare and contrast the key elements in the personal and social transformation of Mohandas K. Gandhi, Dorothy Day, and Malcolm X. **Due May 3**

**This essay carries a total of 15 percent of the grade.**

### **GRADE PERCENTAGES**

|                      |                               |
|----------------------|-------------------------------|
| Class Participation: | 40% of final grade            |
| Journal              | 45% (15% for each of 3 parts) |
| Final Essay          | 15%                           |

## REQUIRED TEXTS:

- **Mohandas K. Gandhi**, *An Autobiography: The Story of My Experiments with Truth* with a Foreword by Sissela Bok (Boston: Beacon Press, 1993) ISBN: 978-0807059098
- -----, *Hind Swaraj or Indian Home Rule*, (Ahmedabad, India: Navajivan, 1938) [ATTENTION: Must Purchase at Auraria Bookstore—price approximately \$5]
- **Dorothy Day**, *The Long Loneliness*, (New York: Harper Collins, 1981) ISBN: 978-0060617516
- Robert Ellsberg, ed. *Dorothy Day and the Selected Writings; By Little and by Little* (New York: Orbis, 1993) ISBN: 978-1570755811
- **Malcolm X**, *The Autobiography of Malcolm X* as told to Alex Haley (New York: Ballantine Books, 1965) ISBN: 978-0345350688
- -----, Steve Clark, ed. *The Final Speeches* (New York: Pathfinder, 1992) ISBN: 978-0873487498

## RECOMMENDED TEXTS:

### **Mohandas Karamchand Gandhi**

Joan V. Bondurant, *Conquest of Violence: The Gandhian Philosophy of Conflict*

Judith M. Brown, *Gandhi: Prisoner of Hope*

Susanne Hoeber Rudolph and Lloyd Rudolph, *Gandhi: The Traditional Roots of Charisma*

Louis Fisher, *The Life of Mahatma Gandhi*

Leo Tolstoy, *The Kingdom of God is Within You*

Raghavan, *The Moral and Political Writings of Gandhi*

### **Dorothy Day**

Peter Maurin and Fritz Eichenberg, *Easy Essays (Catholic Worker Reprint)*

Joe Holland, *Peter Maurin's Ecological Lay New Monasticism: A Catholic Green Revolution*

Dorothy Day: *Peter Maurin: Apostle to the World*

Dorothy Day and Robert Coles, *Loaves and Fishes: The Inspiring Story of the Catholic Worker Movement*

Dorothy Day, *The Duty of Delight: The Diaries of Dorothy Day*

Dorothy Day and Robert Ellsberg, *Therese*

Robert Coles, *Dorothy Day: A Radical Devotion*

### **Malcolm X**

Manning Marable, *Malcolm X: A Life of Reinvention*

Malcolm X and George Brietman, *Malcolm X Speaks: Selected Speeches and Statements*

Clayborne Carson and David Gallen, *Malcolm X: The FBI File*

Malcolm X, *Malcolm X: Speeches at Harvard*

Marcus Garvey, *Selected Writings and Speeches of Marcus Garvey*

Booker T. Washington, *Up From Slavery*

W. E. B. Du Bois, *The Souls of Black Folk*

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

## COURSE SCHEDULE

### **Week 1: Introduction to the course and participants**

- Jan. 18

### **Week 2: Gandhi's Early 'experiments with truth'**

Family roots; parental influences; the 'curse' of child marriage; coping with stealing and lying; an outcaste in England; mother and the three vows, the search for an English identity; redefining vegetarianism; Raychandbhai and the religious crisis; from 'somebody' to 'nobody'—life changing encounters

- Jan. 23 Gandhi, *An Autobiography*, pp. xiii-xviii; 1-58
- Jan 25 Gandhi, *An Autobiography*, pp. 59-125

### **Week 3: South Africa and the Transformation of Gandhi**

Learning and practice of true law; Christianity and Christians; Isalm and Muslims; Arabs and coolies; the case of Balasundrum; the founding of the Natal Indian Congress; refusal to accept costly gifts; the decision to settle in South Africa; beneficial British rule; the Hindu husband is 'lord and master'; Gandhi's refusal to prosecute; the meaning of education; Brahmacharya; simplicity; questioning the practice of Untouchability; plan speaking in Benares

- Jan 30 Gandhi, *An Autobiography*, pp.125-182
- Feb 1 Gandhi, *An Autobiography*, pp.185-251

### **Week 4: The Bhagavad Gita: Gandhi's 'infallible guide to conduct'**

Internalizing the teachings of the Gita—non-possession and equability; vegetarianism and dietetics; the challenge from Kasturba; the founding of the *Indian Opinion*; the significance of Ruskin's *Unto This Last*; Phoenix Settlement—Gandhi's first intentional community; the vow brahmacharya

- Feb 6 Gandhi, *An Autobiography*, 255-309
- Feb 8 Gandhi, *An Autobiography*, 310-369

### **Week 5: An Exploration of Self-Rule and Political Freedom**

**Context:** Gandhi's purpose; his quarrel with modern civilization; South African Experiences; encounters with Indian revolutionaries in England; Gandhi and the Indian freedom movement; western and Indian sources of *Hind Swaraj*

**The Text:** "These views are mind and not mine. They are mine because I hope to act according to them." "I can never subscribe to the statement that all Englishmen are bad." Modern "civilization is irreligion." India's greed and the loss of freedom; "strength lies in the absence of fear." "civilization means 'good conduct'"

- Feb 13 *Hind Swaraj*, pp. 4-52
- Feb 15 *Hind Swaraj*, pp. 50-91
  - **Journal Part 1 Due in Class**

### **Week 6: Learning to Take Religion Seriously**

To grow up in a 'good' family; making sense of religion; "I did not see anyone taking off his coat and giving it to the poor." The search for meaning; choosing between God and man; impulse towards Catholicism and the search for spiritual happiness; journalism, jail, and jealousy; the suffragette movement

- Feb 20 Day, *The Long Loneliness*, pp. 1-56
- Feb 22 Day, *The Long Loneliness*, pp. 56-109

### **Week 7: "The fighter and the good fight"**

Encountering Peter Maurin—a friend and mentor; the search for synthesis; reviving communitarian fellowship of the early Christians, works of mercy, spiritual acts of mercy, personal responsibility and governmental responsibility; confronting 'this filthy rotten system'; the Catholic Worker and the Houses of Hospitality; identification with the poor

- Feb 27 Day, *The Long Loneliness*, pp. 113-204
- Mar 1 Day, *The Long Loneliness*, pp. 204-286

### **Week 8: "We need to make the kind of society where it is easier for people to be good"**

"This isn't a business, it's a movement." Work, prayer, and meditation; strife and violence; the feeling of oppression; the farming commune idea; freedom and men; defending faith by force; "nothing that we can do but love"; happiness for all; voluntary poverty; "If we pay taxes we pay for the bomb;" "Let him who is without sin cast the first stone."

- Mar 6 Ellsberg, ed. *Dorothy Day: Selected Writings*, pp. 51-100
- Mar 8 Ellsberg, *Selected Writings*, pp. 100-153

### **Week 9: "I am against war. All wars"**

Housework, cleaning, scrubbing; motherhood; working for peace; freedom in the church; to lighten the suffering of others; the importance of prayer; bearing the beams of love; the life of St. Therese; to love people is to see the Christ in them; choosing between good and better; rejoice in poverty; violence is un-Christian

- Mar 6 Ellsberg, *Selected Writings*, pp. 157-203
- Mar 8 Ellsberg, *Selected Writings*, pp. 207-257

### **Week 10: "Our Manifesto is the Sermon on the Mount"**

Love your enemies; Communists are our brothers; feeding the hungry; "We have no party line." Love God and love your neighbor; the need for a non-judging community; healthy conditions for prisoners; the gift of free will; belief in the ultimate good over evil; to see Jesus in another; the African American is leading the way; we are capable of change

- Mar 13 Ellsberg, *Selected Writings*, pp. 261-317
- Mar 15 Ellsberg, *Selected Writings*, pp. 321-363

- **Journal Part 2 Due in Class**

Week 11: SPRING BREAK!

### **Week 12: Malcolm's Search for Self**

Parents and their links with Marcus Garvey's UNIA; father's death; mother's sense of self worth; mother at State Mental Hospital; foster homes; invisibility; Malcolm's loss of identity; gambling and drugs; Sophia; scared of jail; a job, and the Army; a full-time hustler; the West Indian Archie

- Mar 27 Malcolm X, *The Autobiography of Malcolm X*, Intro & Chapters 1-4
- Mar 29m Malcolm X, *Autobiography*, Chapters 5-8

### **Week 13: "The white man is the devil"**

"Some women love to be exploited;" burglaries; prison and prisoner reform; the importance of Bimbi; discovering the 'natural religion for the black man;" exploring Norfolk Prison Colony library; the teachings of Elijah Muhammad; futility of nonviolence; another turning point and another identity

- Apr 3 Malcolm X, *Autobiography*, Chapters 9-15
- Apr 5 Malcolm X, *Autobiography*, 13-15

### **Week 14: "My whole life has been a series of changes"**

Spreading the message of Elijah Muhammad; economic nationalism; taking responsibility for own actions; the growth of the Nation of Islam; 'we want *separation*;" no to 'turn the other cheek;" know your enemy and unite; overcoming black drunkenness, drug addiction, prostitution; Malcolm X's suspension from the Nation of Islam; the pilgrimage to Mecca; realizing 'the presence of God;" diversity and brotherhood within Islam; 'felt like a complete human being;" 'not all white people are racists'

- Apr 10 Malcolm X, *Autobiography*, Chapters 16-18
- Apr 12 Malcolm X, *Autobiography*, Chapter 19 & Epilogue

### **Week 15: "I believe in religion, but a religion that includes political..."**

A paradise on earth; the interrelatedness of the African and African American revolutions; "The yardstick that I use to judge a man is his deeds..." Malcolm's insistence on change and action; a call to self love and self pride; state violence—Saigon, Hanoi, the Congo, Selma; seeking African American, African, Asian, Arab unity; the imperative of economic power for African Americans; the legacy of Bandung; Birmingham bombing (1963)

- Apr 17 Clark, Ed. *The Final Speeches*, pp. 17-71
- Apr 19 Clark, Ed. *The Final Speeches*, pp. 75-143; 233-234
  - **Journal Part 3 Due in Class**

### **Week 16: Recommended Reading of Your Choice**

- Apr 20 & 24

### **Week 17: Reflections and Final Thoughts**

**Student Presentations**—Each student will make a brief presentation on their final essay

- May 1 & 3
  - **Final Essay Due in Class**

## OTHER IMPORTANT COURSE INFORMATION

Format of the Final Research Paper: The paper shall be typed, double-spaced, on letter size white paper using 12 pt. Times New Roman font with 1" margins and left justification, with each page numbered starting on the first page of text. Do not include the cover page as a numbered page. Additionally, the last name of the student shall be included on the top right corner of each page. Please use only one side of the page. Papers will be graded on content, organization, presentation style (e.g., paragraph structure, grammar, spelling), and proper use of citations. Please note that unless expressly permitted by the instructor, emailed assignments will not be accepted. If you are going to be absent the day the assignment is due, it is your responsibility to get your paper delivered to me before that class.

Disability Accommodations: The faculty at the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students **must** be registered with the UCD Office of Disability Resources and Services (DRS). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they **MUST** complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance or other forms of aid unless it is formally mandated by the DRS.

CLAS Incomplete (IW/IF) Policy: The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades (IW or IF) are NOT granted for low academic performance. To be eligible for an Incomplete grade, students **MUST** (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 4024.

MHMSS Incomplete Policy: Incomplete grades are not given to students simply because they are receiving lower grades than they would like. To be eligible for an incomplete grade, students must have completed 75% of the course assignments with passing grades and have special circumstances outside of their control that preclude completion of the course. The incomplete grade that will be given if the above conditions are met is an IF,

which means that if the student does not complete the work for the course within 12 months, the grade reverts to an F.

Military Personal: If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Policy For Returning Papers & Exams: I encourage students to provide me with a SESE at the end of the semester so I can return their papers. If you do not, papers will be held for one month after grades have been submitted, then they will be discarded.

Religious Holiday Accommodations: Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students who must be absent from classes because of religious holidays. Faculty are expected to develop course-consistent accommodations for students who miss class or graded assignments in order to observe religious holidays. Faculty are encouraged to (1) avoid examinations during major religious holidays and (2) ask students to privately identify all course conflicts at the beginning of the semester. For a list of such holidays, please consult <http://www.interfaithcalendar.org>.

Student Complaints About Course or Instructor: 1) meet with the instructor face-to-face; 2) if not satisfied, meet with the head/chair of the department/unit; 3) if not satisfied, appeal to the Associate Dean. No step in this process may be skipped. See "Procedures for Student Grievances about Courses or Faculty, CLAS."

Student Email Policy: Email is an official means of communication for students at the CU Denver. All official university email, *including email I send as part of this class (which I will do on a fairly regular basis)*, will be sent to each student's assigned CU Denver email address. CU Denver will *only* use CU Denver student email accounts if it elects to send email communication to students. CU Denver email accounts are available through IT Services. Students are responsible for reading emails received from CU Denver. Official emails sent through this system will be presumed to have been received by students.

Writing Expectations: As an advanced undergrad or graduate student, the expectation in this class is that you have the ability to write professionally in the English language. All written work should be grammatically sound, correctly spelled, and written in engaging prose. If you have concerns about this, please contact me early in the semester and I will be happy to work with you. Please also use The Writing Center, a wonderful campus resource, that will help you to continue to develop as a writer. Writing Center website: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>



## Important Dates and Deadlines

*All dates and deadlines are in Mountain Time (MT).*

- **January 19, 2016:** First day of classes.
- **January 24, 2016:** Last day to add or waitlist a class using the Passport ID portal.
- **January 24, 2016:** Last day to drop a class without a \$100 drop charge--this includes section changes.
- **January 25, 2016:** All waitlists are purged. Students should check their schedules in their Passport ID portal to confirm in which classes you are officially enrolled.
- **January 26-February 3, 2016, 5 PM:** To add a course students must obtain instructor permission using the *Instructor Permission to Enroll Form* and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to [CLAS\\_Advising@ucdenver.edu](mailto:CLAS_Advising@ucdenver.edu).
- **February 3, 2016: Census date.**
  - **2/3/16, 5 PM:** Last day to add full term classes with instructor approval. Adding a class after this date (late add) requires a written petition, verifiable documentation, and dean's approval. After this date, students will be charged the full tuition amount for additional classes added – College Opportunity Fund hours will not be deducted from eligible student's lifetime hours.
  - **2/3/16, 5 PM:** Last day to drop full term classes with a financial adjustment on the Passport ID portal. After this date, withdrawing from classes requires instructor signature approval and will appear on student's transcript with a grade of 'W'. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean and no tuition adjustment will be made. Students should consult appropriate service offices (e.g. international status, Financial Aid (loans, grants, and/or scholarships) or Veteran's Student Services) before withdrawing from course(s) to determine any impact for continued enrollment and funding.
  - **2/3/16, 5 PM:** Last day to apply for Spring 2016 graduation. Undergraduates must make an appointment and see their academic advisor before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
  - **2/3/16, 5 PM:** Last day to request No Credit or Pass/Fail grade for a class using a schedule adjustment form.
  - **2/3/16, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **February 4-April 4, 2016, 5 PM:** To withdraw from a course, students must obtain instructor permission using the *Schedule Adjustment Form* and must bring the signed form to the Office of the Registrar. To add a course, students must petition through College/School undergraduate advising offices or the Graduate School, as appropriate.
- **March 21-27, 2016:** Spring break- no classes, campus open.
- **April 5, 2016:** The Office of the Registrar now requires both the instructor's signature and a CLAS advisor's/dean's signature on a Schedule Adjustment Form to withdraw from a class. Students should consult their home college advising office for details.
- **April 18, 5 PM:** Deadline for undergraduate CLAS students to withdraw from a course without filing a late withdrawal petition. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 14, 2016:** End of semester.
- **June 24, 2016:** Final grades available on the Passport ID portal and on transcripts (tentative).

*Please contact an academic advisor if you have questions or concerns.*

## Spring 2016 CLAS Academic Policies

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their Passport ID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the requisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12<sup>th</sup> floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval.
- **Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. After waitlists are purged, students must follow late add procedures to be enrolled in a course. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. Students must obtain instructor permission to override a waitlist and this is only possible when there is physical space available in a classroom, according to fire code.