

Seminar CMINT - Change in Global Politics (Case Study Research)

IEP Grenoble - UGA

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The course addresses key aspects of change in structures and processes, as well as in issues of international and global nature. It focuses on the variety of actors and highlights how diverse their strategies and repertoires of actions can be. The study of the latter will include not only acts of commission (doing), but also acts of omission and of expression; all of them illustrating ways to cooperate or not cooperate among actors of change in global politics, in coercive or persuasive manners.

A significant part of the course time will be devoted to the study of specific cases, including the methodology of applied research in this field, through participating in a real research project, which is likely to be published. Considerable time will be spent doing online research and analysis. Aspects of theoretical background will mainly be covered through required readings selected to enable students to make up for any missing knowledge compared with older students in the group, thanks to self-study (some class time will be devoted to answering questions related to the readings).

Classes: The course is based on ten 2-hour sessions (total of 20 hours). The class will be organized around clarifying the readings, individual presentations, collective discussions and supervised research work in smaller groups. Each student has to prepare every session by reading relevant chapters of the recommended textbook in advance. In addition, each student will have to work on a case study, to deepen their knowledge of some actors of change in global politics, and their actions, in relation to one of the chapters of the course handbook. Each student will have to present part of their work to the class.

Workload: 20 hours in-class and 38 hours out-of-class = 58 hours total (additional time is needed for exam preparation).

Equipment: Students need to bring a laptop configured with WiFi access and, if possible, 3G/4G/5G internet (through pairing with a smartphone).

Assessment: Case study (50%), in-class tests based on required readings (15%), individual presentations (5%), and a final test (written exam) (30%).

For the case study, each student will be the reviewer of another student's work (working in pairs); the grade of the reviewed student will count as one fifth¹ of the case study grade of his/her reviewer.

For the individual presentations, each student is required to send the professor their overhead presentation as a PDF file 36 hours before their presentation time (no PowerPoint or online documents).

Readings: Each student must have the following textbook in order to attend the course and to prepare all the sessions:

John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, Eighth Edition, Oxford University Press, 2020.

Required readings are as follows:

Session 1. Introductory lecture. Methodology. (**Required reading before the class:** this syllabus, especially the section "Guidelines for the case study on actors of changes in global politics").

Session 2. Chapter 13. International Ethics

Session 3. Chapter 14. War and world politics

Session 4. Chapter 16. Global political economy

Session 5. Chapter 21. The United Nations

Session 6. Chapter 22. NGOs in world politics

Session 7. Chapter 24. Environmental issues

Session 8. Chapter 30. Nationalism, national self-determination, and international relations

Session 9. Chapter 31. Human rights

Session 10. Chapter 32. Humanitarian intervention in world politics

¹ One fifth of 50% of the course grade, that is: 10% of the full course grade. That is: each reviewer has a direct incentive in helping their peer improve the quality of his/her case study.

Guidelines for the case study on actors of changes in global politics

(Version 1.4, Fall 2024)

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1. General guidelines

1.1. Presentation

You have to study some actors of changes in global politics, and their actions, in relationship to one of the chapters of the course handbook:

Baylis, Smith, Owens (eds), *The Globalization of World Politics*, Oxford University Press, 8th edition, 2020.

You will do so by searching for and organizing qualitative information on a specific topic, that you will choose in a list provided by the teacher. A significant proportion of them are protest movements in the world, organized in “campaigns”. Each campaign has some background information at the website <https://nvdatabase.swarthmore.edu> – host of the Global Nonviolent Action Database, or GNAD. The assignment consists of two written exercises and an oral one:

A) Analysis of events and actors, based on a brief bibliographic research on the internet: search for a few references (press articles...) illustrating a chosen protest campaign and a short referencing exercise related to these articles.

B) Study, understand and summarize the chosen protest campaign.

The results of these two exercises are to be transmitted in an online form, accessible on the IEPG-UGA website (Moodle platform).

C) This work will also be the subject of an oral presentation.

The list of the topics is indicated in an online module (in Moodle platform) that will allow you to indicate your choice of topic.

1.2. Sequencing the work

You are advised to start looking for references for one or two bibliographic records before doing the rest of the work, to make sure references are not too difficult to find: In some cases, it may be difficult to find resources online (you will only realize this when you start searching); in this case, you may then switch to another campaign instead of the one you initially chose, and do the entire work on the new campaign. For this reason, the number of campaigns in Moodle to chose from is larger than the number of students in the class.

1.3. Translation and abstract

The “translation” part of the work is only for students who have an excellent command (C2 or native speakers) of one of the following languages: Spanish, Italian, Portuguese, French. (These students will be called hereafter “romance language group”²).

The other students should not do any translation but only the abstract in English and the event analysis (including bibliographic records); to compensate, these other students have to study more events.

The table below details the tasks for both groups.

Task	Non-romance language group	Romance language group	
1. Translation and abstract	1. Abstract in English only (no translation)	In English (1a) and in one of the 4 romance languages (1b)	
2. Study of individual events	2. Number of events to study in English 7	2a. Number of events to study in a romance language	2b. Number of events to study in English
		3	1
		2	2
		1	3
		0	5

² Clearly, some romance languages are not in this list (Romanian, Catalan, Romansh and a few others are missing). In the current document, “a romance language” means: “a romance language among Spanish, Italian, Portuguese, French”.

For the non-romance language group, all tasks have to be done in English; at least 7 events should be studied.

For the non-romance language group, task one (translation and abstract) has to be done in both languages. Task two (study of individual events) has to be done in a mix to be chosen by the student³; this will mainly depend on the availability of bibliographic resources: if possible, all events (at least 3) should be studied in the chosen romance language; if not, some or all of the events can be studied in English (for instance, 2 events in a romance language plus 2 events in English; or just 5 events in English, which is the last row of the table).

In both groups, feel free to study more events, up to double the numbers in the table.⁴

Before starting any translation work, read the entire campaign presentation (GNAD website) and note the important elements in the text (context, unfolding of events, ending). Do not skip this step!

You should understand (and possibly start translating) these elements before writing the abstract. This first translation will help you to synthesize the text: The different segments of the campaign allow you to understand the evolution of the action. The entries and exits of the groups involved, as well as the reactions of the opponents, allow you to grasp the scope and direction of the campaign. The result of the campaign allows you to know if the action was completely, not at all or partially successful.

2. Documenting events in bibliographic records

2.1. General guidelines

This part of the exercise aims at recording actions carried out by proponents of a nonviolent action movement, in relation to Gene Sharp's typology of 198 methods of action.

You must document several event entries.

Going beyond that may allow you to get a bonus on your final grade (in particular, you can expect an excellent grade even if your abstract or the rest of your work is not perfect).

Two records from sources published in different languages - French and English - may refer to the same event.

Events found in non-English sources should still be documented in English in your entries.

2.2. Classification of methods

GNAD actions with Gene Sharp's methods (numbered 1 to 198) normally correspond to those of non-violent protesters or supporters of these causes, members of a movement that opposes another group (a polluting company, the state, a dictatorship...).

If you find events using methods not mentioned by Gene Sharp, you can use the codes available at <https://www.tactics.nonviolenceinternational.net/downloads>

In this case, in your record, the number must be preceded by NVI like, for example, "NVI344" for the method number 344: "Socially Responsible Standards" described as "A set of principles and benchmarks for corporations developed by civil society. Enforced through boycotts, boycotts, legislation, and shareholder resolutions".

3 For students in the romance language group, this choice means: choosing one of the last four rows on the right side of the table.

4 By doing so, you can get a good or excellent grade even if the rest of your work is not of excellent quality.

Note that there are other typologies (e.g., CAMEO or ACLED) for violent acts, such as police violence, but that is not the focus of this exercise.

Another guideline is, as much as possible, to vary the methods you document (if possible, avoid referencing 5 demonstrations for example); one of the aims of the exercise is to document the variety of action methods.

2.3. Searching web pages

Here are some tips and tricks for searching for events.

2.3.1. Filtering by date and language

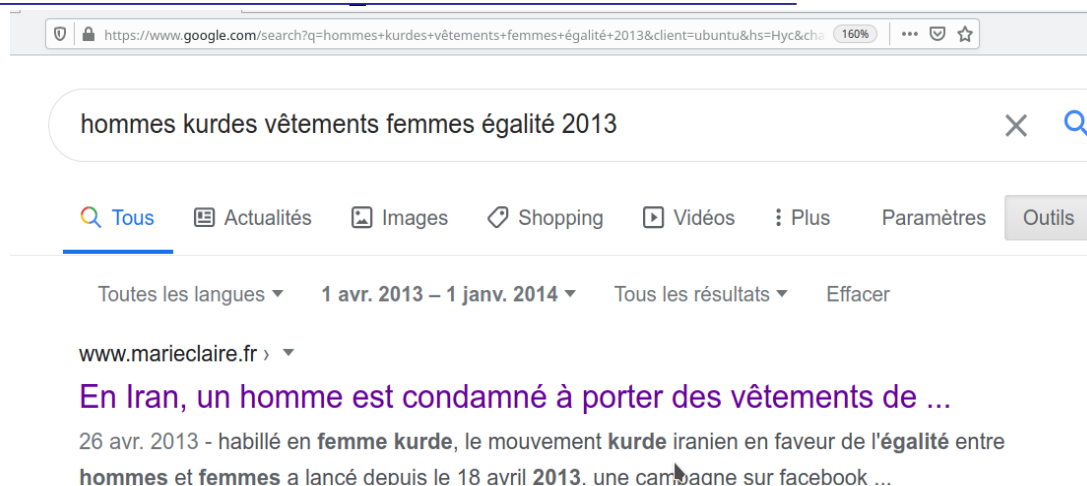
Many search engines allow you to restrict the results to a specific time period (publication dates) and/or language.

The following example shows a useful filtering for a search related to the campaign

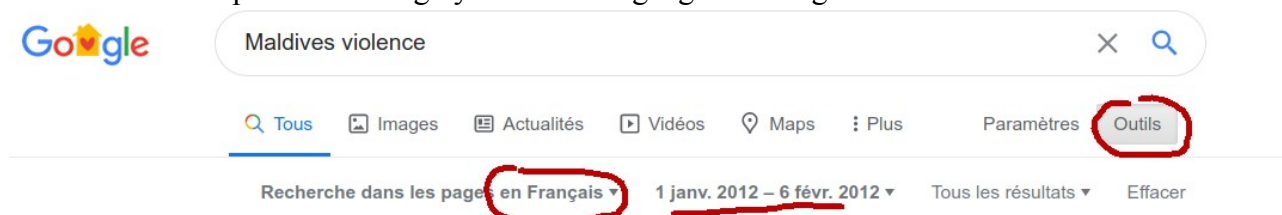
<https://nvdatabase.swarthmore.edu/content/kurdish-men-wear-womens-clothes-gender-equality-2013>

Here we use a few keywords and the Google "Tools" button:

https://www.google.com/search?q=hommes+kurdes+v%C3%AAtements+femmes+%C3%A9galit%C3%A9+2013&client=ubuntu&hs=Hyc&channel=fs&source=ln&tbs=cdr%3A1%2Ccd_min%3A4%2F1%2F2013%2Ccd_max%3A1%2F1%2F2014&tbm=



In some cases, the keywords are not enough to determine the language; for example, a search is made with a person's name. In this case, click on "All languages" to filter by language. For French, see also for example the filtering by date and language on Google:



2.3.2. Filtering on a single website

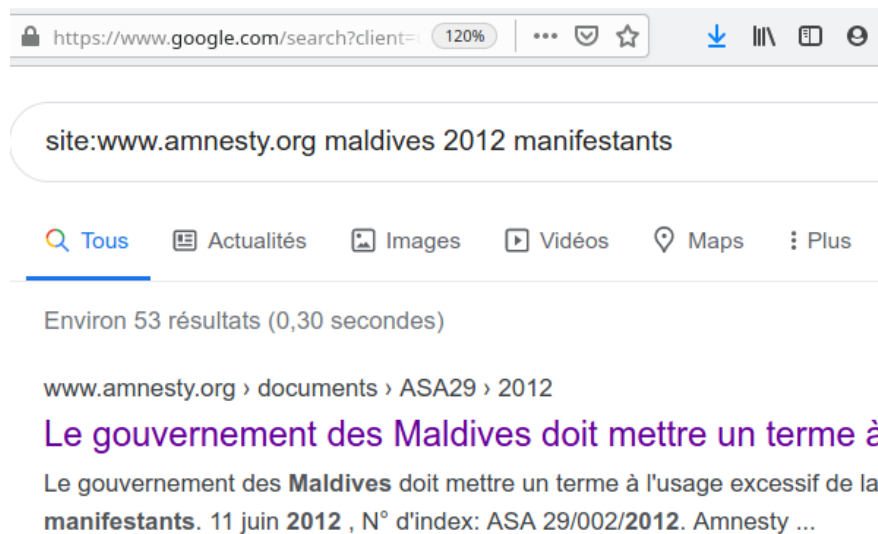
You may need to search a single website. For example, regarding this page in English :

<https://www.amnesty.org/en/latest/news/2012/02/maldives-end-use-excessive-force-against-protesters/>

On the page above, there is a menu to access the article in French, but the link goes to the homepage. However, if we put the following in the search box of Google we quickly find the page in French:

site:www.amnesty.org maldives 2012 manifestants

See screenshot:



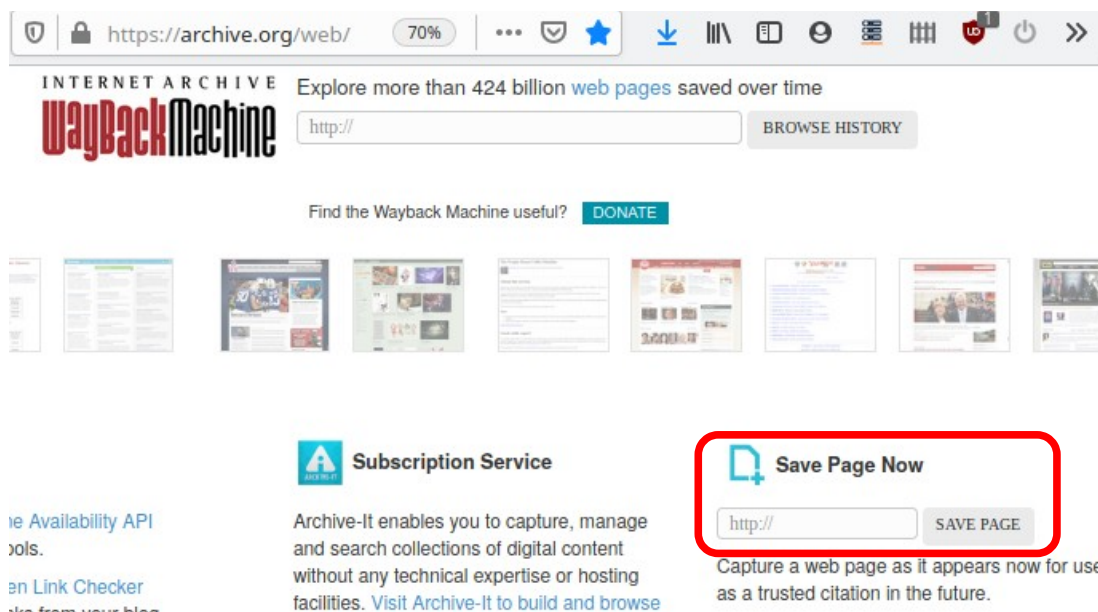
2.4. Archiving webpages

The Internet is a constantly changing world. In fact, some web pages disappear or change a few days or months after their creation. Entire websites sometimes disappear after years of existence. This makes the Internet an unstable source of information as such. In order to overcome this problem, the website archive.org was created, which makes it possible to archive a version of a web page at a given moment.

2.4.1. Archiving with archive.org

With some exceptions, you must make this backup as follows:

1. Go to the archive.org website at <https://archive.org/web/>
2. Paste the URL of the page you want to archive into the "Save Page Now" box at the bottom right.
3. Click the "Save Page" button, or press Enter.
4. Wait for the page to load and archive. When the archiving process is complete, the URL of the archived page will appear.



Note that, for the link on archive.org, you must put the link on archive.org that goes directly to the copy of the article you used. Often, web pages change, evolve over time (hence the interest of the website archive.org), so there are potentially several versions of the same page.

The link below shows all the archives saved for an article from *Le Monde*, in particular 2 backups made on April 23, 2020.

https://web.archive.org/web/*/https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html

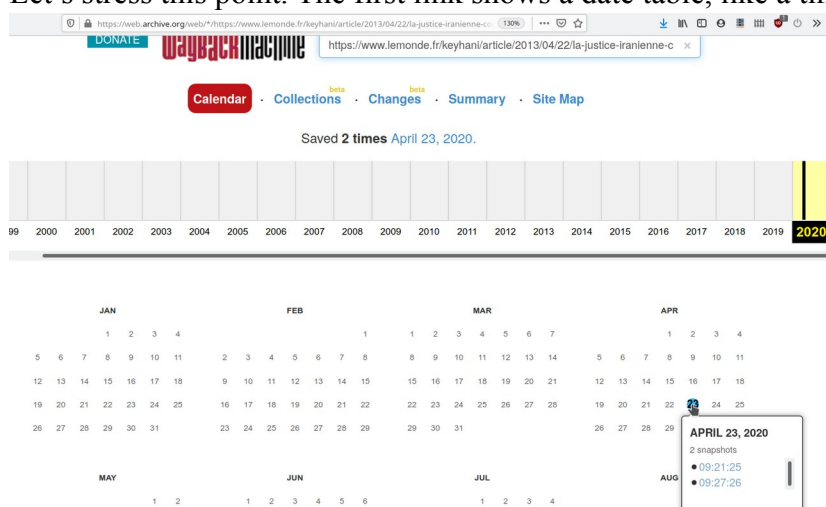
The link below gives direct access to one of these backups:

https://web.archive.org/web/20200423092125/https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html

It is this second link that is useful here and that you should indicate in the Moodle form.

(note that in the first link, after <https://web.archive.org/web/> there is an asterisk symbol '*', while in the second link, "20200423092125" indicates the date and time of the backup: year, month, day, hour, minute, second).

Let's stress this point. The first link shows a date table, like a timeline, below :



If we click on "09:21:25" we end up on the copy of the web page made at 9:21 and 25 sec on April 23, 2020. The URL is:

https://web.archive.org/web/20200423092125/https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html

It is this second link that is useful here and that must be indicated in the form for entering the record.

2.4.2. Exceptions to the archiving method

The two exceptions to this method are:

1) The page has already been archived on archive.org, and the archived version is identical to the one you viewed. You need the link to the page on archive.org but it is not necessary to archive it again.

2) The page cannot be archived but it is a "reputable" and long-lasting media that has a specific (often paid) access mode to its articles, and no similar free-access source has been found. For example, articles from the newspaper *Le Monde* are only accessible in the form of extracts on lemonde.fr, but the entire text is accessible to members, or to users of a service such as Europresse (to which many universities and teaching institutions belong). In this case, save the link in the file as indicated on the press access service but do not archive the page. If the publisher has a separate website (such as *Le Monde*) with an excerpt of the article, put the original address (www.lemonde.fr) in the URL field, and the Europresse address in the Comments and other notes.

Note that, in the latter case, free access to a part of the source is made possible by saving a short extract of the source on the file you create. This use is authorized in France by article L.122-5 of the "Code de propriété intellectuelle" which authorizes in particular, subject to the name of the author and the source being clearly indicated:

a) Analyses and short quotations justified by the critical, polemical, educational, scientific or informative nature of the work in which they are incorporated;

b) Press reviews.

This usage is to be compared with the American notion of fair use. Cf.

https://fr.wikipedia.org/wiki/Fair_use#%C3%89quivalence_en_France

It is recommended to archive web pages, but archive.org allows archiving other types of documents (such as images or pdf files).

If you have created an archive.org account (which you are advised to do), then you can see the list of pages you are archiving while logged in.

3. Translation

3.1. Fields to translate

Please note that you do NOT need to translate the long descriptive text on each campaign page at <https://nvdatabase.swarthmore.edu> (multi-paragraph text under the "Case Study Details" section). Only translate the fields indicated in the exercise submission form.

3.2. Acronyms and organizations

When translating the name of an organization present or allied to the campaign you must :

1 If it is an international organization whose name has an official translation in French (Example: IMF => FMI, Fonds Monétaire International), look for the official translation in French. Same thing if there is no official translation but an attested translation very frequently used (for example, in frequent use in the French press, official reports... This is a bit subjective.)

2 If it is an organization of limited interest, mainly national or linked to the English-speaking world and there is no official translation in French:

Name in English (approximate translation into French).

Example :

UCLA Band (l'orchestre de l'Université de Californie à Los Angeles)

3.3. Translation of the “method” section

The names of Gene Sharp's 198 nonviolent actions (numbered and written with a hyperlink on the swarthmore.edu website) do NOT need to be translated because “official” translations of these method names have already been done (with teams of translators who worked in collaboration with Gene Sharp).

In some cases, however, the author of a record gives a detailed description of the actions taken in a numbered method, in which case translate only the description (written in a different color), preceding it with the method number in square brackets. Enter a new line for each description. Let's take the example of this campaign:

<https://nvdatabase.swarthmore.edu/content/new-york-educators-and-community-win-victory-against-rigidity-statewide-exam-policy-2001-200>

Methods in 1st segment:

002. Letters of opposition or support

015. Group lobbying

038. Marches

Methods in 2nd segment:

002. Letters of opposition or support

003. Declarations by organizations and institutions > Press conference

008. Banners, posters, and displayed communications > "One size does not fit all."

047. Assemblies of protest or support > Rally on the steps of the state capitol

Methods in 3rd segment:

002. Letters of opposition or support

Below is a sample entry:

Methods in 1st segment:	
Methods in 2nd segment:	[003] Conférence de presse [008] "Une taille unique ne convient pas à tous." [047] Rassemblement sur les marches du capitol de l'État
Methods in 3rd segment:	

(There is nothing to translate for the 1st and 3rd segments here, so those parts of the Moodle form should be left empty.)

Look carefully at the example above and compare it to the website, so that you understand this instruction; in the current version of the GNAD website, the text elements of the method section that you need to translate start with bullet points.

In the appendix of this book:

https://www.researchgate.net/publication/318199520_De_la_dictature_a_la_democratie

(pages 117 and following), you will see the 198 methods translated into French.

4. Abstract

4.1. Summary technique

The summary of the campaign, in both French and English, should be about 150 words (110 to 190 words). Abstracts are intended to be translated (initially into Spanish, Italian, Portuguese, etc.) and should be of high quality and with a particular style.

The summary must be a faithful reflection of the text. Be careful, a synthesis work requires precision. Be careful with your interpretations in order to give authentic and not inferred information.

This is a synthesis exercise, so you cannot say everything. Focus on pieces of information that are essential to the overall understanding of the campaign.⁵ Remember that there are other fields in the campaign sheet, so the reader already has a lot of information.

Some useful advice can be found here (in English):

<https://www.wikihow.com/Write-a-Current-Events-Summary>

<https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Guidelines-for-Writing-a-Summary>

Some useful tips are available here (in French):

<http://www.indfleurus.net/fralica/refer/theorie/theocom/produire/6mptfonc.htm>

Often it is possible to rephrase and contract a paragraph without losing essential information. For example, the following paragraph (53 words, a student's first draft) concludes a summary; it can be condensed:

"Le 18 mai 2013, le chef de police de la république islamique a présenté ses plus plates excuses aux femmes kurdes, et il a annoncé que les policiers responsables étaient licenciés, et que cela n'arriverait plus. Les résultats de la campagne photo Facebook sont donc une victoire pour tous ceux qui ont protesté."

The same in 37 words :

"Cette campagne fut une victoire puisque le 18 mai 2013, le chef de police iranienne a présenté des excuses aux femmes kurdes, annoncé que les policiers responsables étaient licenciés et que cet incident ne se reproduirait pas."

Reference:

<https://nvdatabase.swarthmore.edu/content/kurdish-men-wear-womens-clothes-gender-equality-2013>

4.2. Style and typography

This is a summary assignment; as the text is short, keep the sentences simple and short. Pay attention to punctuation and repetitions to ensure a pleasant reading. Pay attention to agreements.

Reread it several times, if possible the day after your first draft (or even better, later), you will see that it helps you to distance your text from the long English text and can help you to improve your text.

In English, the Oxford University Style Guide can be helpful:

https://www.ox.ac.uk/sites/files/oxford/media_wysiwyg/University%20of%20Oxford%20Style%20Guide.pdf

⁵ Important points to include: Dates, countries, goals, main actors, main methods, presence of violence if any, results.

For native or advanced French speakers, you will have to translate your own abstract from English to French. Below are some advice:

Résumé en français: Quelques problèmes fréquents

- En français, les majuscules sont accentuées, y compris dans la proposition « À », le mot « État »... L'erreur peut être excusée quand le sens ne change pas (Comparez : « LE PRÉSIDENT CHAHUTE A L'ASSEMBLEE » avec « LE PRÉSIDENT CHAHUTÉ À L'ASSEMBLÉE »).

- En début de phrase, les nombre s'écrivent en toutes lettres. Évitez :

"17 membres du Parlement ont signé une lettre ouverte de protestation.". Préférez : « Dix-sept ».

Pour aller jusqu'au fond de la question de la typographie française (bien au-delà de ce qui est requis ici), noter que dans les travaux soignés on appliquera souvent les règles détaillées dans : *Lexique des règles typographiques en usage à l'Imprimerie nationale*. 3e édition. Paris : Imprimerie nationale, 2002.

On pourra se référer, dans cet ordre de priorité décroissante, à :

1) <http://j.poitou.free.fr/pro/html/typ/resume.html> et <http://j.poitou.free.fr/pro/html/typ/index.html> (lorsqu'il mentionne deux usages dont celui de l'Imprimerie nationale, ce dernier sera privilégié).

2) Scan du Lexique ci-dessus, <https://www.circaete.net/eric/Lexique%20des%20r%C3%A8gles%20typographiques%20en%20usage%20%C3%A0%20l%27Imprimerie%20nationale.pdf> Version avec texte vectoriel : <https://zh.b-ok2.org/book/938538/fd3762>

3) En l'absence de règle dans 1) et 2) pour un cas particulier, au Code de rédaction interinstitutionnel 2011 (version du 12 juillet 2012), Office de publication de l'Union européenne, disponible sur <https://op.europa.eu/fr/publication-detail/-/publication/e774ea2a-ef84-4bf6-be92-c9ebbf91c1b/language-fr/format-PDF/source-124698805> ; accès direct: <https://op.europa.eu/o/opportal-service/download-handler?identifier=e774ea2a-ef84-4bf6-be92-c9ebbf91c1b&format=pdf&language=fr&productionSystem=cellar>. (Note: dans certains cas, par exemple les espaces près des guillemets français, la référence 3 contredit les usages décrits dans 1 et 2).

5. Frequent questions

Feel free to ask any questions you may have on the course's pedagogical forum, starting the subject of your message with "GNAD" (as in Global Nonviolent Action Database).

Below are some questions that were frequently asked by former students.

5.1. Variety of articles

Question: Can I use the same article in more than one entry?

Answer: You can use the same article several times, if it mentions several events (different days and/or methods). In this case, enter one record per event.

5.2. Variety of events

Question: Can I use the same event (same date, same action) twice, once in English, once in a romance language?

Answer: Yes. You can use the same event twice in this case.

5.3. Variety of action methods

Question: Should bibliographic records relate to different methods (according to Gene Sharp) or can there be identical ones?

Answer: Two records with the same method are possible; however, vary the methods referenced as much as possible.

Question: For the campaign I chose, in the "Methods" section on the corresponding page of <https://nvdatabase.swarthmore.edu/>, there are only two (or three) different methods. I will not be able to vary the methods for each item afterwards. Is this a problem?

Answer: No, absolutely not. A few rare campaigns (often short campaigns, like this one: <https://nvdatabase.swarthmore.edu/content/kurdish-men-wear-womens-clothes-gender-equality-2013>) have involved few different methods of action. However, if the variety of methods is large, it should be reflected in your bibliographic records.

5.4. Mixed violent – nonviolent events

Question: If there was a march where both violent and non violent methods are used in it, can we then still document it?

Answer: A movement can be said to be non-violent if its leaders discourage violence or say they are opposed to it, and strongly condemn potential violent flanks.

A movement cannot be said to be non-violent when some or all of its leaders encourage violence or say they are not opposed to it.

Does the event fit into one of these categories? If yes, you have the answer.

If not, maybe it fits into the in-between gray area; we cannot answer without more details. If it's close enough to the non-violent definition above, consider it as non-violent. In any case, use the comment/note field.

For deeper analysis, the following references are useful:

<https://warpreventioninitiative.org/peace-science-digest/violent-flanks-affect-outcomes-nonviolent-campaigns/>

Erica Chenoweth on Violent Flanks:

<https://www.youtube.com/watch?v=1XHT6ve9X7Y>

https://www.youtube.com/watch?v=_rdCwjddOO3g

<https://www.youtube.com/watch?v=Ci4uvvEYMTQ>

5.5. "Anonymous" author

Question: What should I do about the article in Le Monde https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html where I have "Le service international du Monde" as author?

Answer: In this case, each bibliographic guide has a different convention. Here are two of them:

https://www.cmaisonneuve.qc.ca/wp-content/uploads/2014/11/guide_bibliographie_sources.pdf

https://www.hesge.ch/hets/sites/default/files/contribution/references_bibliographiques_2015.pdf

Using the title of the newspaper is quite often used, it is the recommended solution in this exercise (because, in this case, it is the whole editorial staff that takes responsibility for the document; but note that some guides prefer not to put an author). This will give:

Author: Le Monde

The full reference (in a brief, report...) could be:

Le Monde, "La justice iranienne condamne un homme à être grisé en femme et exhibé ", *Le Monde*. [Blog]. Published April 22, 2013 at https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html . Archived at https://web.archive.org/web/20200423165731/https://www.lemonde.fr/keyhani/article/2013/04/22/la-justice-iranienne-condamne-un-homme-a-etre-grime-en-femme-et-exhibe_5994379_5470831.html

Question : Same question for a France 24 article:

<https://observers.france24.com/fr/20130419-deguiser-bandit-femme-une-humiliation-jugee-mauvais-gout-iran> - for which I can't find the author...

Answer : In this case, knowing the author is a bit complicated. You have to read <https://observers.france24.com/fr/static/a-propos>

As it is written "l'intégralité des contenus publiés sur ce site viennent d'"amateurs", mais ils sont sélectionnés, vérifiés, traduits et expliqués par des journalistes de France 24." One deduces from this that it is the entire editorial staff that takes responsibility for the document. So we have:

Author: France 24

However, the fact that the source is a non-professional correspondent deserves to be mentioned. For example, the line below should be put in the "Field 'ARTICLE_DETAILS': Other information needed to identify the bibliographic reference (optional)":

"Information collectée par un correspondant non-professionnel de France 24."

6. Pedagogical and scientific framework of this exercise

This exercise is part of an international applied research project that uses a qualitative database. The original database was created in the United States at Swarthmore College, a university located between New York and Washington, D.C.; it is mainly fed by American and Canadian students, guided by their teachers, as part of their training at several universities; it is still under development and is distributed under an open license (Creative Commons).

One of the limitations of the original database is the lack of precision of temporal information (division into 6 segments or periods of equal length). The present exercise has several main, related objectives:

- To introduce students to various methodological tools in the social sciences
- To introduce students to the challenges of multilingualism in the social sciences
- To enrich the database
- To let students study international events related to the globalization of / changes in world politics.
- To make the data more precise (temporal dimensions) to facilitate visualization and statistical study
- To collect sample sentences, in order to train an artificial intelligence to recognize such events (Natural Language Processing)
- To make the database more useful to a wider audience

Concerning the first objective, the pedagogy implements this aphorism of Benjamin Franklin:

"Tell me, and I will listen; Teach me, and I'll remember; Involve me, and I will learn."

The product of this student work will be put online (under an open Creative Commons license), if the students agree, and will be used by the general public and researchers.

Currently, half a dozen French institutions (universities and other higher education institutions; non-profit research centers) are involved in this research, based on various exercises adapted to the diversity of pedagogical objectives. Coordination is provided by the Institut de recherche sur la Résolution Non-violente des Conflits (IRNC, see <https://www.irnc.org/>). This work is presented in particular in :

Kauffmann, Mayeul, “Documenter les actions non-violentes”, “Base de données mondiale sur l’action non-violente”, in *Silence*, n. 481, septembre 2019, p. 38. <https://www.revuesilence.net/numeros/481-Les-alternatives-oasis-ou-leviers/documenter-les-actions-non-violentes>

Concerning the third objective, the following references provide a scientific discussion of the methodological approach used:

Benoît, Kenneth, Drew Conway, Benjamin E. Lauderdale, Michael Laver et Slava Mikhaylov. “Crowd-Sourced Text Analysis: Reproducible and Agile Production of Political Data.” *American Political Science Review* 110, no 2 (2016), 278–95. <https://doi.org/10.1017/S0003055416000058> (preliminary version at <https://pdfs.semanticscholar.org/8747/b25456fb97410a3519a7f0939ff540a90518.pdf>).

Kauffmann, Mayeul, “Quantitative Analyses in Defense Studies”, in Delphine Deschaux-Dutard, *Methods in Defence Studies*, Routledge, 2020.

Kauffmann, Mayeul, “Databases in Defense Studies” in Delphine Deschaux-Dutard, *Methods in Defence Studies*, Routledge, 2020.

On the conceptual level, this work illustrates various notions:

- The roles and the variety of actors of changes in global politics, as discussed in John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, Eighth Edition, Oxford University Press, 2020.
- The repertoire of collective action, a concept developed in particular by the political scientist Charles Tilly (C. Tilly, « Les origines du répertoire d’action collective contemporaine en France et en Grande-Bretagne », *Vingtième Siècle. Revue d’histoire*, vol. 4, no 1, 1984, p. 89–108 (DOI 10.3406/xxs.1984.1719).
- Non-violent strategies in situations of dictatorship or strong societal tensions, cf. Gene Sharp (2002), “*De la Dictature à La Démocratie. Un cadre conceptuel pour la libération*.” (Traduit par Dora Atger de: From Dictatorship to Democracy. A Conceptual Framework for Liberation), préface de Federico Mayor, Directeur Général de l’UNESCO ; postface de Mayeul Kauffmann), 2009, L’Harmattan, Paris. ISBN: 978-2296108721. https://www.researchgate.net/publication/318199520_De_la_dictature_a_la_democratie
- Resilience of societies, cf. Mayeul Kauffmann (2018), “Resilience to oppression and to violent conflict escalation through nonviolent action”, 14 December 2017, pp. 82-91. *The 2nd International Workshop on Modelling of Physical, Economic and Social Systems for Resilience Assessment*, European Commission JRC, Ispra.

7. Annexes

There are two types of sheets; each type has its own form.

Each case study has one (and only one) **Case sheet**; the case form is used to insert the abstract (for all students), and to insert the translations (for the romance group).

Each case study has several **Event sheets**. For each event, a bibliographical reference is mandatory; when possible, a picture and video should be referenced.

7.1. Case sheet

7.1.1. Description of the case sheet

Students in the romance language group have to fill-in all fields (if possible); these include, in particular, some translations and the abstract in two languages (in English and in a romance language, with same meaning in both languages). In the form, the text above each of these fields starts with "(Rom.) Field..." (for "Romance language group"). Those fields have to be translated from the corresponding case study at nvdatabase.swarthmore.edu. For translation fields, “Translation into a romance language of the field ...” is abbreviated “Transl. of.”.

The other fields have to be inserted by all students; in the form, the text above each of these fields starts with "(ALL) Field..." (for "ALL students")

field	group	description
contributeur	ALL	Your name (in the format "Last name, First Name")
contributeur_courriel	ALL	Your student email address
contributeur_courriel_perso	ALL	Your personal email (optional ; it will be used exclusively to inform you of the online publication of this work)
contrib_consent_cc_nc	ALL	I agree that this work may be distributed under a Creative Commons Non-Commercial license (with or without attribution, see below), after potential correction" (yes or no)
contrib_cc_by_or_anonymous	ALL	"I wish to be mentioned (CC-BY-NC license)" OR "I prefer to remain anonymous (Creative Commons license, non-commercial use with acknowledgements and attribution to "students").
relecteur	ALL	Name of proofreader (in "Last name, First name" format)
relecteur_courriel	ALL	Proofreader's student email
relecteur_courriel_perso	ALL	Proofreader's personal email (optional; this will be used exclusively to notify you when this work is posted online)
relecteur_anonyme	ALL	The proofreader wishes to remain anonymous (yes/no)
comments	ALL	Any comments from the contributor to the teachers/researchers (this comment is not intended for publication)
gnad_url	ALL	Web address of the campaign (starting with https://nvdatabase.swarthmore.edu/content/...) you have chosen
gnad_fin_url	ALL	End of the campaign web URL you selected (part after /content/)
time_period	Rom.	Translation (into a romance language) of the field: Time period
time_period_notes	Rom.	Transl. of: Time period notes
location_city_state_province	Rom.	Transl. of: Location City/State/Province
location_description	Rom.	Transl. of: Location description
goals	Rom.	Transl. of: Goals
methods_in_1st_segment	Rom.	Transl. of: Methods in 1st segment
<i>(et cetera, same for the 6 segments)</i>	Rom.	
methods_in_6th_segment	Rom.	Transl. of: Methods in 6th segment
additional_methods	Rom.	Transl. of: Additional methods
notes_on_methods	Rom.	Transl. of: Notes on methods
segment_length	Rom.	Transl. of: Segment length
group_characterization	Rom.	Transl. of: Group characterization
leaders	Rom.	Transl. of: Leaders
partners	Rom.	Transl. of: Partners
external_allies	Rom.	Transl. of: External allies
involvement_of_social_elites	Rom.	Transl. of: Involvement of social elites
group_in_1st_segment	Rom.	Transl. of: Group in 1st segment
<i>(et cetera, same for the 6 segments)</i>	Rom.	
group_in_6th_segment	Rom.	Transl. of: Group in 6th segment
opponents	Rom.	Transl. of: Opponents
nonviolent_responses_of_opponent	Rom.	Transl. of: Nonviolent responses of opponent
campaigner_violence	Rom.	Transl. of: Campaigner violence
repressive_violence	Rom.	Transl. of: Repressive violence
success_in_achieving_specific_demands_goals	Rom.	Transl. of: Success in achieving specific demands goals
notes_on_outcomes	Rom.	Transl. of: Notes on outcomes
additional_notes	Rom.	Transl. of: Additional notes
influences	Rom.	Transl. of: Influences
campaign_title	ALL	Original title of the campaign, in English
campagne_titre_fr	Rom.	Campaign title translated into a romance language
campagne_resume	Rom.	Summary of the campaign in a romance language, 110 to 190 words.
campaign_abstract	ALL	Abstract (in English); 110 to 190 words. (English text with same meaning as your abstract in a romance language).

7.1.2. Sample Case sheet

==== SECTION: AUTHORS OF THIS TABLE ====

(ALL) Field '**CONTRIBUTEUR**': Your name (in the format "Last name, First Name")

Vandriessche, Thibaut

(ALL) Field '**CONTRIBUTEUR_COURRIEL**': Your student email address

Thibaut.Vandriessche@example.fr

(ALL) Field '**CONTRIBUTEUR_COURRIEL_PERSO**': Your personal email (optional ; it will be used exclusively to inform you of the online publication of this work)

(ALL) Field '**CONTRIB_CONSENT_CC_NC**': I agree that this work may be distributed under a Creative Commons Non-Commercial license (with or without attribution, see below), after potential correction" (yes or no)

Oui

(ALL) Field '**CONTRIB_CC_BY_OR_ANONYMOUS**': "I wish to be mentioned (CC-BY-NC license)" OR "I prefer to remain anonymous (Creative Commons license, non-commercial use with acknowledgements and attribution to "students").

être cité(e)

(ALL) Field '**RELECTEUR**': Name of proofreader (in "Last name, first name" format)

Kauffmann, Mayeul

(ALL) Field '**RELECTEUR_COURRIEL**': Proofreader's student email

mayeul.kauffmann@univ-grenoble-alpes.fr

(ALL) Field '**RELECTEUR_COURRIEL_PERSO**': Proofreader's personal email (optional; this will be used exclusively to notify you when this work is posted online)

mayeul.kauffmann@irnc.org

(ALL) Field '**RELECTEUR_ANONYME**': The proofreader wishes to remain anonymous (yes/no)

Non

==== SECTION: COMMENTS ====

(ALL) Field '**COMMENTS**': Any comments from the contributor to the teachers/researchers (this comment is not intended for publication)

This is for a demo. Ceci est pour une démonstration.

==== SECTION: TRANSLATION ====

(ALL) Field '**GNAD_URL**': Web address of the campaign (starting with

<https://nvdatabase.swarthmore.edu/content/...>) you have chosen in the list of 24 campaigns

<https://nvdatabase.swarthmore.edu/content/serbians-overthrow-milosevic-bulldozer-revolution-2000>

(ALL) Field '**GNAD_FIN_URL**': The end of the campaign web address you selected (the part of the URL after "<https://nvdatabase.swarthmore.edu/content/>")

[serbians-overthrow-milosevic-bulldozer-revolution-2000](#)

(Rom.) Field '**TIME_PERIOD**': Translation into a romance language of the field "Time period"

De février 2000 au 7 octobre 2000

(Rom.) **Field 'TIME_PERIOD_NOTES':** Translation into a romance language of the field "Time period notes"

Bien qu'Otpor ait été créée avant février 2000, l'organisation fut peu active pendant un certain temps à cause des bombardements de l'OTAN sur la Serbie. Le congrès fondateur d'Otpor eut lieu en février 2000.

(Rom.) **Field 'LOCATION_CITY_STATE_PROVINCE':** Translation into a romance language of the field "Location City/State/Province"

Concentré à Belgrade, mais avec des actions à l'échelle nationale, Serbie

(Rom.) **Field 'LOCATION_DESCRIPTION':** Translation into a romance language of the field "Location description"

(Rom.) **Field 'GOALS':** Translation into a romance language of the field "Goals"

Primaire : renverser Slobodan Milosevic.

Secondaire : élections libres et équitables, université libre, médias libres et indépendants

(Rom.) **Field 'METHODS_IN_1ST_SEGMENT':** Translation into a romance language of the field "Methods in 1st segment"

(Rom.) **Field 'METHODS_IN_2ND_SEGMENT':** Translation of "Methods in 2nd segment"

(Rom.) **Field 'METHODS_IN_3RD_SEGMENT':** Translation of "Methods in 3rd segment"

(Rom.) **Field 'METHODS_IN_4TH_SEGMENT':** Translation of "Methods in 4th segment"

(Rom.) **Field 'METHODS_IN_5TH_SEGMENT':** Translation of "Methods in 5th segment"

(Rom.) **Field 'METHODS_IN_6TH_SEGMENT':** Translation of "Methods in 6th segment"

(Rom.) **Field 'ADDITIONAL_METHODS':** Translation into a romance language of the field "Additional methods"

[031] Présence devant le domicile des policiers identifiés comme ayant battu des manifestants

(Rom.) **Field 'NOTES_ON_METHODS':** Translation into a romance language of the field "Notes on methods"

(Rom.) **Field 'SEGMENT_LENGTH':** Translation into a romance language of the field "Segment length"

Environ 1 mois et 10 jours

(Rom.) **Field 'GROUP_CHARACTERIZATION':** Translation into a romance language of the field "Group characterization"

Étudiants. Citoyens serbes.

(Rom.) **Field 'LEADERS':** Translation into a romance language of the field "Leaders"

Otpor

(Rom.) **Field 'PARTNERS':** Translation into a romance language of the field "Partners"
Partis politiques serbes pro-démocratie (organisés au sein de l'Opposition démocratique de Serbie), médias indépendants (radio, télévision, journaux), travailleurs serbes et population rurale

(Rom.) **Field 'EXTERNAL_ALLIES':** Translation into a romance language of the field "External allies"

Institut national démocratique, Institut républicain international, Centre d'initiatives civiques, Forces policières et militaires qui ont rejoint l'opposition, Église orthodoxe serbe, Médias nationaux

(Rom.) **Field 'INVOLVEMENT_OF_SOCIAL_ELITES'**: Translation into a romance language of the field "Involvement of social elites"

Maires des grandes villes en dehors de Belgrade

(Rom.) **Field 'GROUP_IN_1ST_SEGMENT'**: Translation into a romance language of the field "Group in 1st segment"

(Rom.) **Field 'GROUP_IN_2ND_SEGMENT'**: Translation of "Group in 2nd segment"

(Rom.) **Field 'GROUP_IN_3RD_SEGMENT'**: Translation of "Group in 3rd segment"

(Rom.) **Field 'GROUP_IN_4TH_SEGMENT'**: Translation of "Group in 4th segment"

(Rom.) **Field 'GROUP_IN_5TH_SEGMENT'**: Translation of "Group in 5th segment"

Opposition démocratique de Serbie

(Rom.) **Field 'GROUP_IN_6TH_SEGMENT'**: Translation of "Group in 6th segment"

Église orthodoxe serbe. Maires des villes en dehors de Belgrade. Membres de la police et des militaires alliés.

(Rom.) **Field 'OPPONENTS'**: Translation into a romance language of the field "Opponents"

Régime de Milosevic

(Rom.) **Field 'NONVIOLENT_RESPONSES_OF_OPPONENT'**: Translation into a romance language of the field "Nonviolent responses of opponent"

Pas connu

(Rom.) **Field 'CAMPAIGNER_VIOLENCE'**: Translation into a romance language of the field "Campaigner violence"

Pas connu. Il y a eu des dégâts matériels : des bâtons utilisés pour percer la barricade de la police dans le bâtiment du Parlement, certaines salles du bâtiment fédéral incendiées et le bâtiment des médias incendié.

(Rom.) **Field 'REPRESSIVE_VIOLENCE'**: Translation into a romance language of the field "Repressive violence"

Opposition battue par la police.

Coups de feu tirés lors des manifestations d'octobre 2000, faisant quatre blessés.

(Rom.) **Field 'SUCCESS_IN_ACHIEVING_SPECIFIC_DEMANDS_GOALS'**: Translation into a romance language of the field "Success in achieving specific demands goals"

6 points sur 6

(Rom.) **Field 'NOTES_ON_OUTCOMES'**: Translation into a romance language of the field "Notes on outcomes"

La campagne a renversé Milosevic, a permis des élections parlementaires équitables et la création de médias plus indépendants. Bilan (succès ou non) de l'objectif de l'université libre : non connu.

(Rom.) **Field 'ADDITIONAL_NOTES'**: Translation into a romance language of the field "Additional notes"

(Rom.) **Field 'INFLUENCES'**: Translation into a romance language of the field "Influences"

Les écrits de Gene Sharp et les manifestations de Zajedno après les élections de 1996 ont influencé cette campagne. Cette campagne a lancé la vague des "Révolutions de couleur (années 2000)".

=== SECTION: ABSTRACT ===

(ALL) **Field 'CAMPAIGN_TITLE':** Original title of the campaign, in English
Serbian overthrow Milosevic (Bulldozer Revolution), 2000

(Rom.) **Field 'CAMPAGNE_TITRE_FR':** Campaign title translated into a romance language
Les Serbes renversent Milosevic (Révolution des bulldozers), 2000

(Rom.) **Field 'CAMPAGNE_RESUME':** Summary of the campaign, in a romance language, about 150 words (110 to 190 words). (NB: Important points to include: Dates, countries, goals, main actors, main methods, presence of violence if any, results.)

La révolution des bulldozers fut une campagne de protestation en Serbie visant au renversement de la dictature militaire du président Slobodan Milosevic, au profit de l'institution d'un régime démocratique. En février 2000, l'organisation pro-démocratique Otpor organisa son congrès fondateur. Otpor commença alors une campagne protestataire majoritairement humoristique, parodique et satirique visant à l'organisation d'élections libres et d'un changement de régime politique. Furent mises en œuvre des actions non violentes pour sensibiliser la population à la vulnérabilité du pouvoir et à la politique dictatoriale de Milosevic. Les militants ont diffusé le message par l'usage de slogans, de symboles, d'actions humoristiques, par la distribution de tee-shirts, de brochures et d'autocollants. Après la victoire électorale à la majorité absolue (50,24%) de Kostunica sur Milosevic et l'appel de la commission à un second tour, l'église orthodoxe exhorta le président à démissionner, 200 000 personnes se rassemblèrent à Belgrade et les mineurs se mirent en grève. Le 6 octobre, la Cour constitutionnelle valida la victoire de Kostunica. Milosevic annonça alors sa démission et Kostunica fut nommé président de la Yougoslavie le 7 octobre 2000.

(ALL) **Field 'CAMPAIGN_ABSTRACT':** Abstract (in English). (English text with same meaning as your abstract in a romance language, if any).

The bulldozer revolution was a protest campaign aimed at the overthrow of the coercive military regime of Serbian President Slobodan Milosevic in favor of the institution of democratic rule. In February 2000, the pro-democracy organization Otpor organized its founding congress. Otpor then led a protest campaign (mainly humorous, parodic and satirical) aiming at the organization of free elections and a change of political system. This was done through the use of non-violent actions, symbols and humor to make the population aware of the vulnerability of the power and the dictatorial policy of Milosevic. The activists spread the message through the use of slogans, distribution of T-shirts, brochures and stickers. After Kostunica won the election by an absolute majority (50.24%) over Milosevic and the commission called for a second round, the church urged the president to resign, 200,000 people gathered in Belgrade and the miners went on strike. On October 6, the Constitutional Court certified Kostunica's victory. Milosevic then announced his resignation and Kostunica was appointed President of Yugoslavia on October 7, 2000.

7.2. Event sheet

7.2.1. Description of Event sheet

Field	Description
gnad_url	Full gnad_url field (starting with https://nvdatabase.swarthmore.edu/content/...)
event_target_language	The target language of your sheet (2-letter code: en, fr, es, it, pt)
event_sharp_method_number	Number of the method of action according to Gene Sharp (between 1 and 198), mentioned with 3 digits (add leading zeroes if needed)
event_sharp_method_name	Gene Sharp method name (English), corresponding to the method number recorded above
event_sharp_method_name_fr	(ROMANCE group only) Name of the method according to Gene Sharp, in a romance language: this "official" translation is to be found (thanks to the method number), in appendices of: French: https://www.researchgate.net/publication/318199520_De_la_dictature_a_la_democratie Spanish : https://www.aeinstein.org/s/DelaDict.pdf Portuguese : https://www.aeinstein.org/s/FDTD-Portugese-final.pdf Italian : « Elenco » in https://osservatorionomilsuola.com/libri-e-pubblicazioni/ , and https://www.aeinstein.org/s/The-Politics-of-Nonviolent-Action-Volume-II-Italian.pdf
title_of_event	Title of the event (in English or in a romance language, depending on the language of the source) corresponding to this bibliographic record
title_of_event_short	Short title of the event (in English or in a romance language, depending on the language of the source) corresponding to this bibliographic record
event_start_date	Start date of the event corresponding to the above method and to this bibliographic record
event_end_date	End date of the event corresponding to this bibliographic record (identical to the start date for an event lasting one day or less)
article_authors	Author(s) of the article (or report...), in the format Last name, First name; Last name, First name;... (etc.) (For example: "Curie, Pierre; Curie, Marie"). In the case of an unsigned document (dispatch, editorial of a newspaper...) indicate the press agency, the newspaper, the institution... (examples : " AFP ", " Le Monde ", " European Commission ").
author_agency	Agency or affiliation of the author (AFP, Reuters, Belga...). Name of the agency mentioned next to the author(s) or in place of the author of the article (or report...) in this bibliographic record (for example, if an article is signed "Gonzalo Fuentes / Reuters ", write here : "Reuters").
article_date	Date of the article (for monthly newspapers, indicate the first day of the month; for sources with an imprecise date such as reports, indicate the first day of the month or year)
article_year	Year of the reference (article, report...)
article_month	Month of the reference (leave empty if unknown or irrelevant)
article_day	Day of the reference (leave empty if unknown or irrelevant)
article_type	The type of reference (Zotero code according to https://www.zotero.org/support/kb/item_types_and_fields or https://bibliotheque.uqac.ca/rediger-bibliographie/dionne-zotero)
source_full_ref	The full reference as should be seen in a bibliography (Author, Title, Date,...)
source_page_pdf	The page number as seen in a PDF reader (if the printed pages are numbered i, ii, iii, iv, 1, 2... then the page after page iv is page 5 in this field)
source_page_printed	The page number as seen when printed on paper

article_title	Original title of the article (e.g., "Big demonstration in Paris," without quotation marks)
newspaper	Title of the newspaper, or book title for a book chapter... (example: Le Monde, Le Figaro, Reuters, AFP...)
article_url	Url of the article, e.g. https://www.liberation.fr/france/2019/11/01/pays-basque-berhoco-la-non-violence-en-etendard_1761116/ (no link such as https://www.google.com/url?sa=t&url=https%3A%2F%2Fwww.liberation.fr...).
article_details	Other information needed to identify the bibliographic reference (optional) - (in English or in a romance language, depending on the language of the source)
article_archive_url	Url of the article on https://web.archive.org . If the article is not already saved on archive.org, it must be saved on archive.org.
verif_archive_url	I have verified the existence of the above link on archive.org (and added the link if necessary) (yes/no)
article_paragraph	Entire paragraph (not translated) containing the description of the event (e.g. if the event is described in 2 sentences in a 4 sentence paragraph, copy the entire paragraph). It must contain the sentence reproduced in the next field.
article_sentence	Best sentence (not translated) summarizing the event, taken from the entire paragraph (previous field) containing the event description (e.g., if the event is described in 2 sentences, copy only one sentence, the one containing the verb or word designating the type of action taken).
picture_description_a	Description of the picture according to the source (optional)
picture_description_b	Description of the picture according to the student (optional ; only if the above description is missing, incomplete, unsuitable, or not in the target language)
picture_credit	Photo credit (agency and/or photographer). Example: "Getty Images / Arthur Fellig"
picture_url	The direct URL of the picture itself (link usually ending in .png .jpg or .jpeg)
picture_page_url	The URL of the page of the picture
picture_page_archive_url	The URL of the archive of the page of the picture
picture_archive_url	Archive (on archive.org) of the picture (link usually ending in .jpg or .png).
video_url	Video URL
video_title	Video title (relevant to video extract: will be displayed)
video_description	Video description (relevant to video extract: will be displayed)
video_start	Video start (seconds): start of relevant sequence
video_end	Video end (seconds): end of relevant sequence
place_desc	Event location (name)
place_lat_lon	Location: lat,lon (dot for decimals, comma between latitude and longitude)
place_radius_small	Location: radius (approximate radius of a circle enclosing the action, in kilometers) (Small circle)
place_radius_large	Location: radius (approximate radius of a circle enclosing the action, in kilometers) (Large circle)
place_note	Location: additional note (any useful but secondary information)
event_research_note	Any comment to the teacher (not published)

7.2.2. Sample Event sheet

Field	Sample sheet in English	Sample sheet in a romance language (French)
gnad_url	https://nvdatabase.swarthmore.edu/content/serbians-overthrow-milosevic-bulldozer-revolution-2000	https://nvdatabase.swarthmore.edu/content/serbians-overthrow-milosevic-bulldozer-revolution-2000
event_target_language	en	fr
event_sharp_method_number	47	47
event_sharp_method_name	Assemblies of protest or support	Assemblies of protest or support
event_sharp_methode_nom_fr		Assemblées de protestation ou de soutien
title_of_event	At least 100 000 people rally in front of the federal Parliamant and shout the Otpor slogan : «Gotov Je ! Gotov Je ! » (« He is finished! »).	100 000 personnes se rassemblèrent devant le parlement fédéral scandant le slogan de campagne d'Otpor: «Gotov Je ! Gotov Je ! » (« Il est fini! »).
title_of_event_short	Rally in front of the Parliamant	Rassemblement devant le parlement
event_start_date	2000-10-05	2000-10-05
event_end_date	2000-10-05	2000-10-05
article_authors	Garton Ash, Timothy	Sharp, Gene
author_agency	The Guardian	Édition Écosociété Montréal
article_date	2000-11-03	2005
article_year	2000	2005
article_month	11	
article_day	3	
article_type	Newspaper website	Chapitre de livre
source_full_ref	Garton Ash, Timothy , « 'Today we will be free or die'. Special report : Serbia », <u>The Guardian</u> , 3 November 2000, available at https://www.theguardian.com/world/2000/nov/03/balkans	Joshua Paulson, « Renverser le dictateur en Serbie (1996-2000) », chap. 27 in Gene Sharp (2015), <u>La lutte nonviolente. Pratiques pour le XXIe siècle.</u> Montréal : Éditions Écosociété. Traduit par Bernard Lazarevitch de <u>Waging Nonviolent Struggle. 20th Century Practice and 21st Century Potential</u> (2005), Boston : Extending Horizons Books.
source_page_pdf		247
source_page_printed		247
article_title	Today we will be free or die'. Special report : Serbia	
newspaper	The Guardian	Édition Écosociété Montréal
article_url	https://www.theguardian.com/world/2000/nov/03/balkans	https://numerique.banq.qc.ca/patrimoine/details/52327/2481430
article_details		
article_archive_url	https://web.archive.org/web/20130824200921/https://www.theguardian.com/world/2000/nov/03/balkans	http://web.archive.org/web/20210725212735/https://numerique.banq.qc.ca/patrimoine/details/52327/2481430
verif_archive_url	yes	yes
article_paragraph	From north and south, east and west, they converged on Belgrade. They joined with the Belgraders who had come out in hundreds of thousands, further infuriated by the latest absurd verdict of the constitutional court,	En fin d'après-midi, le commissariat central de Belgrade, encerclé par des milliers de manifestants prêts à l'envahir, se rendit aux opposants. L'agence d'informations officielles Tajung fit soudain défection elle aussi et diffusa un bulletin désignant Vojislav Koštunica comme

	which declared the presidential election null and void. So there they stood, massed with flags, and whistles, and banners which read "He's Finished", in front of the impressive parliament building where the Federal Election Commission was also based.	le « président désigné de la Yougoslavie ». Les manifestants investirent également les stations indépendantes Radio B-92 et studio B-Télévision, qui reprirent aussitôt l'antenne. Avec le basculement des médias d'État et d'un bon nombre des forces de sécurité dans le camp de l'opposition et l'armée restant dans les casernes, Milošević voyait s'effondrer deux de ses principaux piliers de soutien. Dans la soirée, devant le parlement fédéral encore fumant et la mairie de Belgrade, plus de 100 000 personnes se rassemblèrent, scandant le slogan de campagne d'Otpor: «Gotov Je! Gotov Je!» (« Il est fini! »).
article_sentence	So there they stood, massed with flags, and whistles, and banners which read "He's Finished", in front of the impressive parliament building where the Federal Election Commission was also based.	Dans la soirée, devant le parlement fédéral encore fumant et la mairie de Belgrade, plus de 100 000 personnes se rassemblèrent, scandant le slogan de campagne d'Otpor: «Gotov Je ! Gotov Je ! » (« Il est fini! »).
picture_description_a		
picture_description_b	Rally in front of the Serbian Parliament, 5 October 2000	Rassemblement devant le parlement Serbe, 5 octobre 2000
picture_credit	Igor Jeremić	Igor Jeremić
picture_url	http://jwork.net/site/photography/5oktobar2000/srednje/04_003_pred_pocetak_skupa.jpg	http://jwork.net/site/photography/5oktobar2000/srednje/04_003_pred_pocetak_skupa.jpg
picture_page_url	http://jwork.net/photography/gallery=5oktobar2000&img=1	http://jwork.net/photography/gallery=5oktobar2000&img=1
picture_page_archive_url	https://web.archive.org/web/20230914192720/http://jwork.net/photography/gallery%3D5oktobar2000&img%3D1	https://web.archive.org/web/20230914192720/http://jwork.net/photography/gallery%3D5oktobar2000&img%3D1
picture_archive_url	https://web.archive.org/web/20230914192722/http://jwork.net/site/photography/5oktobar2000/srednje/04_003_pred_pocetak_skupa.jpg	https://web.archive.org/web/20230914192722/http://jwork.net/site/photography/5oktobar2000/srednje/04_003_pred_pocetak_skupa.jpg
video_url	https://www.youtube.com/watch?v=r7dNLt5mC1A	https://www.youtube.com/watch?v=pJDXJT7iwX0
video_title	Bringing Down a Dictator – English	Le renversement d'un dictateur (Bringing Down a Dictator – French)
video_description	Rally in front of the Serbian Parliament, 5 October 2000	Rassemblement devant le parlement Serbe, 5 octobre 2000
video_start	2840	2842
video_end	3168	3168
place_desc	Nikola Pašić Square	Place Nikola Pašić
place_lat_lon	44.811667,20.465833	44.811667,20.465833
place_radius_small	0.5	0.5
place_radius_large	0.5	0.5
place_note	In front of the House of the National Assembly of the Republic of Serbia	Devant le bâtiment de l'Assemblée nationale de Serbie
event_research_note		

7.3. Location information (small circle and large circle)

To find information about the place of events, you can use the following websites in particular:

<https://www.wikipedia.org> ; <https://www.openstreetmap.org> ; <https://www.calcmaps.com/en/map-radius>

Using the Calcmaps tool, you can find out the radius of a circle anywhere on OpenStreetMap by simply clicking on a point and dragging or moving the circle to change the map radius. (Select the OpenStreetMap layer by selecting "Street" in the top right-hand corner of the layer list; see screenshot).

Click on the Draw circle button, then click on the map to place the center of the circle and drag to begin creating the circle. You can also create a fixed-size circle.

(Use OpenStreetMap, or a source that uses it, such as Wikipedia; if you were to use Google Maps, this information could not be released under a Creative Commons license).

The screenshot displays a web browser window with two tabs. The top tab shows the Wikipedia page for 'Place de la Perle (Manama)'. The page title is 'Place de la Perle (Manama)' and it includes a summary of the location, its history, and its coordinates (26° 13' 49" nord, 50° 33' 41" est). The page also features a map of the location and a list of nearby landmarks.

The bottom tab shows the Calcmaps tool interface. The tool is titled 'Calcmaps' and includes a search bar, a map, and a sidebar with various tools and settings. The search bar contains the text 'Carrefour Al Farooq, Manama, Barhein'. The map shows a street view of the location with a red dot indicating the center of a circle. The sidebar includes a 'Zone de cercles' section with a radius of 200.00 m (0.20 km) and a list of nearby locations.

Lists of place finder tools (gazetteer) are available at:

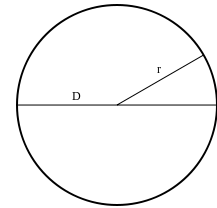
<https://guides.library.columbia.edu/GIS/Gazetteers>

<http://www.ciolek.com/owtrad/gazetteer-00.html>

Small circle and large circle

This section explains how to fill in the `place_radius_small` and `place_radius_large` fields.

If the location of the action is known with certainty, the two values `place_radius_small` and `place_radius_large` are identical: they are the radius, in kilometers, of a circle encompassing the action. (As a reminder: the radius r is half the diameter D).



If the location of the action is known with uncertainty, the two values are different:

- the value `place_radius_small` is the radius of the circle you would find if you could do a thorough survey, go out and investigate in the field, ask witnesses... Without investigating, you can have an idea of the size of this circle, but you cannot know its exact location.
- the value `place_radius_large` is the radius of the large circle, which necessarily encompasses the small circle.

For example, a newspaper writes “in a small village in the Kivus region of the DRC”: you know that the action took place in a small village, so you estimate the radius of the small circle at 1 km (one kilometer). The Kivus region (North and South Kivu) is around 900 km long from north to south; this Kivus region can therefore be contained within a circle with a radius of 450 km; you are sure that the village is within this circle (but you do not know where). In this case, `place_lat_long` refers to the latitude and longitude of the central location (a point at the center of the Kivus region), `place_radius_small` is 1 and `place_radius_large` is 450, as follows:

<code>place_lat_long</code>	-2.4363,28.5338
<code>place_radius_small</code>	1
<code>place_radius_large</code>	450

For each of the two circles, when in doubt between two sizes, take the larger of the two sizes. (For the example above: if you think that some villages may have a town with a radius of 2 km, write "2" instead of "1").

Uncertainty can have several causes:

- 1- the exact place is not named
- 2- the place is named but you cannot find it on any map
- 3- the place is named but may correspond to several places on a map.

Case 3 can be caused by homonyms. These are very common. For example, there are 415 places named San Antonio in Mexico, including 29 in the Chiapas region. There are 468 places named Hoseynabad in Iran. "San Antonio" in Mexico and "Hoseynabad" in Iran are two cases of national toponymic homonyms; there are over 340,000 cases of national toponymic homonyms. Half the countries in the world have at least one place name designating at least 14 distinct locations. For 25 countries, at least one place out of six has at least one homonym within the country.⁶

For certain regions of the world whose language is oral or not based on the Latin alphabet, case 3 may come from transcription or transliteration (there may be several ways of transcribing the place name in our alphabet).

One such example of case 3 is Suzhou. Suppose a press article in English mentions an event: "marches in the Suzhou urban area".

⁶ Caldwell, Douglas R. (2008). « An Analysis of Toponymic Homonyms in Gazetteers: Country-Level Duplicate Names in the National Geospatial-Intelligence Agency's Geographic Names Data Base. » *ALA Map and Geography Round Table*. Available at <https://hdl.handle.net/1969.1/129187>

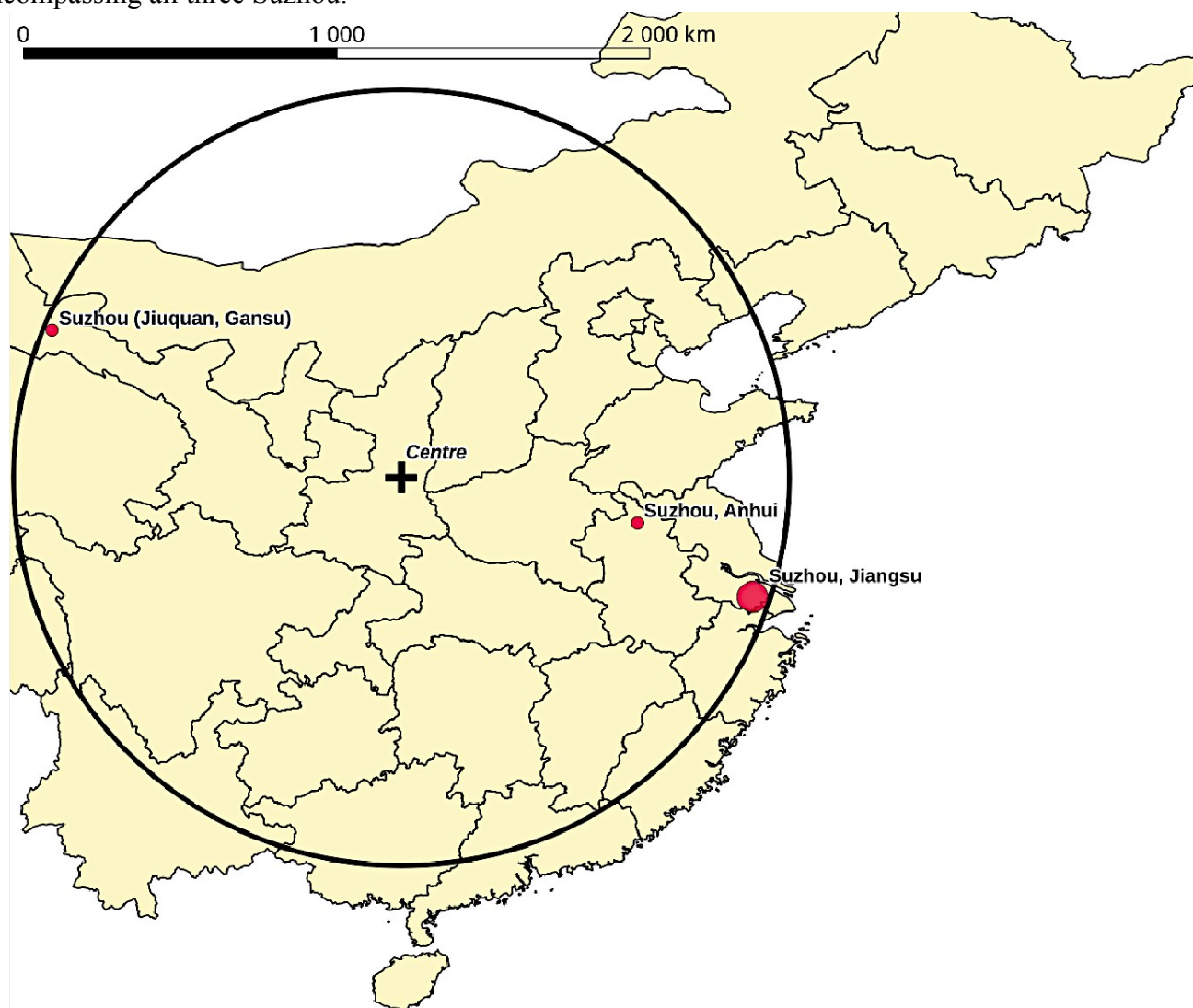
According to the French Wikipedia ([https://fr.wikipedia.org/wiki/Suzhou_\(homonymie\)](https://fr.wikipedia.org/wiki/Suzhou_(homonymie))), it could be :

Suzhou (苏州), a city in the Jiangsu province of China.

Suzhou (宿州), a city in the Anhui province of China.

Suzhou (肃州), a city in the Gansu province of China. The wikipedia page for this Suzhou, as well as the English disambiguation page ([https://en.wikipedia.org/wiki/Suzhou_\(disambiguation\)](https://en.wikipedia.org/wiki/Suzhou_(disambiguation))) specify that it is a district of the city-prefecture of Jiuquan.

If you were to deal with such a case, and could not work out which Suzhou city it was, you would need a small circle (place_radius_small) the size of the largest of the three Suzhou, and a large circle encompassing all three Suzhou.



In this case, Suzhou (苏州) in Jiangsu is the largest of the three urban areas and lies within a circle with a radius of around 50 km. The circle encompassing the three cities has a radius of around 1200 km; the center of this circle has latitude 35.0691° (North) and longitude 109.5785° (East). In this case, the data to be entered would be:

place_lat_long	35.0691,109.5785
place_radius_small	50
place_radius_large	1200

8. The 198 methods of action according to Gene Sharp

The Methods of Nonviolent Protest and Persuasion

Formal Statements

1. Public Speeches
2. Letters of opposition or support
3. Declarations by organizations and institutions
4. Signed public statements
5. Declarations of indictment and intention
6. Group or mass petitions

Communications with a Wider Audience

7. Slogans, caricatures, and symbols
8. Banners, posters, and displayed communications
9. Leaflets, pamphlets, and books
10. Newspapers and journals
11. Records, radio, and television
12. Skywriting and earthwriting

Group Representations

13. Deputations
14. Mock awards
15. Group lobbying
16. Picketing
17. Mock elections

Symbolic Public Acts

18. Displays of flags and symbolic colors
19. Wearing of symbols
20. Prayer and worship
21. Delivering symbolic objects
22. Protest disrobings
23. Destruction of own property
24. Symbolic lights
25. Displays of portraits
26. Paint as protest
27. New signs and names
28. Symbolic sounds
29. Symbolic reclamations
30. Rude gestures

Pressures on Individuals

31. "Haunting" officials
32. Taunting officials
33. Fraternization
34. Vigils

Drama and Music

35. Humorous skits and pranks
36. Performances of plays and music
37. Singing

Processions

38. Marches
39. Parades
40. Religious processions
41. Pilgrimages
42. Motorcades

Honoring the Dead

43. Political mourning
44. Mock funerals
45. Demonstrative funerals
46. Homage at burial places

Public Assemblies

47. Assemblies of protest or support
48. Protest meetings
49. Camouflaged meetings of protest
50. Teach-ins

Withdrawal and Renunciation

51. Walk-outs
52. Silence
53. Renouncing honors
54. Turning one's back

The Methods of Social Noncooperation

Ostracism of Persons

55. Social boycott
56. Selective social boycott
57. Lysistratic nonaction
58. Excommunication
59. Interdict

Noncooperation with Social Events, Customs, and Institutions

60. Suspension of social and sports activities
61. Boycott of social affairs
62. Student strike
63. Social disobedience
64. Withdrawal from social institutions

Withdrawal from the Social System

65. Stay-at-home
66. Total personal noncooperation
67. "Flight" of workers
68. Sanctuary
69. Collective disappearance
70. Protest emigration (hijrat)

The Methods of Economic Noncooperation: Economic Boycotts

Actions by Consumers

- 71. Consumers' boycott
- 72. Nonconsumption of boycotted goods
- 73. Policy of austerity
- 74. Rent withholding
- 75. Refusal to rent
- 76. National consumers' boycott
- 77. International consumers' boycott

Action by Workers and Producers

- 78. Workmen's boycott
- 79. Producers' boycott

Action by Middlemen

- 80. Suppliers' and handlers' boycott

Action by Owners and Management

- 81. Traders' boycott
- 82. Refusal to let or sell property
- 83. Lockout
- 84. Refusal of industrial assistance
- 85. Merchants' "general strike"

Action by Holders of Financial Resources

- 86. Withdrawal of bank deposits
- 87. Refusal to pay fees, dues, and assessments
- 88. Refusal to pay debts or interest
- 89. Severance of funds and credit
- 90. Revenue refusal
- 91. Refusal of a government's money

Action by Governments

- 92. Domestic embargo
- 93. Blacklisting of traders
- 94. International sellers' embargo
- 95. International buyers' embargo
- 96. International trade embargo

The Methods of Economic Noncooperation: The Strike Symbolic Strikes

- 97. Protest strike
- 98. Quickie walkout (lightning strike)

Agricultural Strikes

- 99. Peasant strike
- 100. Farm Workers' strike

Strikes by Special Groups

- 101. Refusal of impressed labor
- 102. Prisoners' strike

- 103. Craft strike
- 104. Professional strike

Ordinary Industrial Strikes

- 105. Establishment strike
- 106. Industry strike
- 107. Sympathetic strike

Restricted Strikes

- 108. Detailed strike
- 109. Bumper strike
- 110. Slowdown strike
- 111. Working-to-rule strike
- 112. Reporting "sick" (sick-in)
- 113. Strike by resignation
- 114. Limited strike
- 115. Selective strike

Multi-Industry Strikes

- 116. Generalized strike
- 117. General strike

Combination of Strikes and Economic Closures

- 118. Hartal
- 119. Economic shutdown

The Methods of Political Noncooperation

Rejection of Authority

- 120. Withholding or withdrawal of allegiance
- 121. Refusal of public support
- 122. Literature and speeches advocating resistance

Citizens' Noncooperation with Government

- 123. Boycott of legislative bodies
 - 124. Boycott of elections
 - 125. Boycott of government employment and positions
 - 126. Boycott of government depts., agencies, and other bodies
 - 127. Withdrawal from government educational institutions
 - 128. Boycott of government-supported organizations
 - 129. Refusal of assistance to enforcement agents
 - 130. Removal of own signs and placemarks
 - 131. Refusal to accept appointed officials
 - 132. Refusal to dissolve existing institutions
- ### **Citizens' Alternatives to Obedience**
- 133. Reluctant and slow compliance
 - 134. Nonobedience in absence of direct supervision

- 135. Popular nonobedience
- 136. Disguised disobedience
- 137. Refusal of an assemblage or meeting to disperse
- 138. Sitdown
- 139. Noncooperation with conscription and deportation
- 140. Hiding, escape, and false identities
- 141. Civil disobedience of “illegitimate” laws

Action by Government Personnel

- 142. Selective refusal of assistance by government aides
- 143. Blocking of lines of command and information
- 144. Stalling and obstruction
- 145. General administrative noncooperation
- 146. Judicial noncooperation
- 147. Deliberate inefficiency and selective noncooperation by enforcement agents
- 148. Mutiny

Domestic Governmental Action

- 149. Quasi-legal evasions and delays
- 150. Noncooperation by constituent governmental units

International Governmental Action

- 151. Changes in diplomatic and other representations
- 152. Delay and cancellation of diplomatic events
- 153. Withholding of diplomatic recognition
- 154. Severance of diplomatic relations
- 155. Withdrawal from international organizations
- 156. Refusal of membership in international bodies
- 157. Expulsion from international organizations

The Methods of Nonviolent Intervention

Psychological Intervention

- 158. Self-exposure to the elements
- 159. The fast
 - a) Fast of moral pressure
 - b) Hunger strike
 - c) Satyagrahic fast

- 160. Reverse trial
- 161. Nonviolent harassment

Physical Intervention

- 162. Sit-in
- 163. Stand-in
- 164. Ride-in
- 165. Wade-in
- 166. Mill-in
- 167. Pray-in
- 168. Nonviolent raids
- 169. Nonviolent air raids
- 170. Nonviolent invasion
- 171. Nonviolent interjection
- 172. Nonviolent obstruction
- 173. Nonviolent occupation

Social Intervention

- 174. Establishing new social patterns
- 175. Overloading of facilities
- 176. Stall-in
- 177. Speak-in
- 178. Guerrilla theater
- 179. Alternative social institutions
- 180. Alternative communication system

Economic Intervention

- 181. Reverse strike
- 182. Stay-in strike
- 183. Nonviolent land seizure
- 184. Defiance of blockades
- 185. Politically motivated counterfeiting
- 186. Preclusive purchasing
- 187. Seizure of assets
- 188. Dumping
- 189. Selective patronage
- 190. Alternative markets
- 191. Alternative transportation systems
- 192. Alternative economic institutions

Political Intervention

- 193. Overloading of administrative systems
- 194. Disclosing identities of secret agents
- 195. Seeking imprisonment
- 196. Civil disobedience of “neutral” laws
- 197. Work-on without collaboration
- 198. Dual sovereignty and parallel government