



COURSE SYLLABUS

Peace and Conflict Studies: Gandhi and Beyond The City, the River, the Sacred

Suggested US semester credit hours: 3

IFSA course code: PEAC380

Contact Hours: 45 hours

Course length: Semester

Course Delivery Method: Face to Face

Course Description

Peace and Conflict studies have taken on an important role in South Asia studies in the last decades of 20th century. This course will give an introduction to Peace and Conflict Studies with a regional focus on the Indian experience against the wider context of South Asia. The objective of the course is to provide a broad understanding of peace and conflict studies theoretical framework, develop basic skills of conflict analysis and peace building. The course will begin with an overview of the basic concepts of peace, conflict, and conflict resolution which constitute the foundation for further understanding of the debates. Through the study of social, economic, political, environmental and cultural conflicts on the Indian subcontinent students will learn to analyze conflicts by identifying actors, issues, causes, dynamics of conflicts and reflect critically on conflict intervention strategies. Selected lectures will also focus on Varanasi, a representative site of contestation and cooperation for inter-civilizational dialogue and communal peace.

It would be crucial for the students to regularly read newspapers, magazines and watch the television channels to understand the issues discussed in class in the context/light of current events. Following the media will also help students drive and participate into class discussions and debates which are essential part of class.

Learning Outcomes

In this course, students will be expected to :

1. learn the basic theories of peace and conflict studies and the emergence of peace and conflict studies as an academic discipline
2. understand the social, economic, political, environmental and cultural conflicts on the Indian subcontinent, historically and in present times
3. gain a conceptual understanding of peace building in Indian context, particularly in reference to Gandhian techniques
4. take positions in class discussions and debates, and be able to articulate clear, evidence supported opinions about conflicts and peace building in Indian context
5. make connections between learning in this course and other learning experiences in the Alliance for Global Education The City, the River, the Sacred Program in Varanasi.

Course Schedule

Session 01/29 Fall/18**Introduction to the course and Peace and Conflict Studies**

Review of the course (discussion of course design, assignments and evaluation process). Introduction to important concepts: What's the difference between Peace Studies, Political Science and Security and War Studies. How the field evolved. The main contributors to the field: Johan Galtung.

Session 02/29 Fall/18**Violence and Conflict**

Structural, cultural and direct violence. Difference between conflict and violence. Different causes of violence and conflict

Readings:

Mac Ginty, Roger. (2006). *No War, No Peace. The Rejuvenation of Stalled Peace Processes and Peace Accords*. New York, USA: Palgrave Macmillan. (Chap. 3).

Assignments:

- Homework assignment 1 (4 page paper) regarding application of the theories on positive/negative peace and structural/cultural violence to a specific event in American context. Due on class 6.
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Session 03/29 Fall/18**Peace and Conflict Studies and Notions of Peace**

Concepts of Negative and Positive Peace, the concept of Social Justice.

Readings:

Galtung, Johan. (1996). *Peace by Peaceful Means*. New Delhi, India: Sage Publications. (pp. 1-8).

Session 04/29 Fall/18**The Ultimate Goal of Peace Studies: from Conflict Resolution to Peace Building**

Introduction to the concepts of Conflict Resolution, Conflict Transformation, Peace Making and Peace building.

Readings:

Ramsbotham, O., Woodhouse, T. & Miall, H. (2005). *Contemporary Conflict Resolution*. Cambridge, UK: Polity Press. (pp. 3-34).

Session 05/29 Fall/18**Mahatma Gandhi: Visions East and West**

The perception of Gandhi in India and the West.

Readings:

Concise Biography of Gandhi (retrieved from <http://www.progress.org/gandhi/>)

Session 06/29 Fall/18**Gandhi and Non-violence**

Gandhi contribution in the field of Peace Studies : satyagraha and non-violent protest.

Readings:

Markovits, Claude. (2003). *The Un-gandhian Gandhi: The Life and Afterlife of the Mahatma*. Anthem Press: New Delhi. (pp. 146-161).

Assignments:

- Homework assignment 1 (4 page paper) regarding application of the theories on positive/negative peace and structural/cultural violence to a specific event in American context due.
 - Homework assignment 2 (4-6 page paper) on "Relevance of Mahatma Gandhi's concept of Non-Violence in today's world". Due on class 9.
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Session 07/29 Fall/18**Colonialism and the raise of Communalism**

The role of Colonialism in the raise of Communalism. Historical development of Communalism in India. The raise of Nationalism.

Readings:

Mukherjee, Aditya (1991) "Colonialism and Communalism", in Gopal, S (ed.):*Anatomy of a Confrontation. The Babri Masjid-Ram Janmabhumi Issue*, Calcutta: Penguin Books, pp. 164-176.

Session 08/29 Fall/18

Independence and Partition of India

Partition's historical background. The personality of Nehru and Jinnah and their politics. The challenges of the newborn Democracy, The legacy of Partition: its memories and narratives.

Readings:

Chandra, Bipan. Tripathi, Amal. De, Barun. (2010 Reprint). *Freedom Struggle*. New Delhi: National Book Trust. (pp. 185-219).

Session 09/29 Fall/18

Presentation of paper and in-class discussion

Presentation of assignment on "Relevance of Mahatma Gandhi's concept of Non-Violence in today's world" and in-class discussion on "Relevance of Mahatma Gandhi's principles in today's world".

Assignments:

- Homework assignment 2 (4-6 page paper) on "Relevance of Mahatma Gandhi's concept of Non-Violence in today's world" due.
 - Submission of article which will be the focus of Term Paper. Due on class 13. Term paper is due on class 29, presentation of term papers will be on class 29 as well.
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Session 10/29 Fall/18

State, Society and Politics in Post-Colonial India (1947-1984)

India under Nehru and Indira Gandhi.

Readings:

Bose, Sugata and Ayesha Jalal. (2014). *Modern South Asia: History, Culture, Political Economy*. Delhi: Oxford University Press. (pp 177-197).

Session 11-12/29 Fall/18

Ayodhya-Babri Mosque tussle

Session 11: The history of Babri Mosque site till re-opening in 1986. The rise of BJP and the campaign for the construction of Rama temple in Ayodhya: Ram Rath yatra.

Students are suggested to watch the documentary "Raam Ke Naam – In the Name of God" (1991) which is available at the Program Center.

Readings:

Guha, Ramachandra. (2008). *India After Gandhi*. Oxford, UK: Picador. (pp. 633-650, 655-659).

Session 12: Consequences and Legacy of Babri mosque demolition (Godhra incident and Gujarat 2002 riots). Current status of Ayodhya dispute at the court.

Readings:

Sinha Shreya, Suppes Mark. (2015). Timeline of the Riots in Modi's Gujarat. *The New York Times*. Retrieved from <https://www.nytimes.com/interactive/2014/04/06/.../modi-gujarat-riots-timeline.html>

Session 13/29 Fall/18

In-class discussion of article on recent case of communalism

Reflection on violence and the role of state

Session 14/29 Fall/18

Varanasi as site of Conflict and Peace Building

The cultural ethos and social texture of Varanasi. Communalism in Varanasi (1991 riots). Sankat Mochan bomb blast and the response to it. Current situation.

Readings:

Upadhyaya, P. (2010). Communal Peace in India: Lessons from Multicultural Banaras. In K. Warikoo (Ed.). *Religion and Security in South and Central Asia*. London, UK: Routledge. (pp. 83-95).

Session 15/29 Fall/18

Muslim-Hindu Harmony: interview with Sankat Mochan Mahant

Session 16/29 Fall/18

Muslim-Hindu Harmony: interview with Mufti Varanasi

Session 17/29 Fall/18

The Khalistan Movement

Historical background of Khalistan Movement's rise in Punjab. Jarnail Singh Bhindranwale and militancy in Khalistan Movement. Operation Blue Star, Assassination of Indira Gandhi and anti-Sikh riots. The legacy of Khalistan Movement and associated events nowadays.

Readings:

Guha, Ramachandra. (2008). *India After Gandhi*. Oxford, UK: Picador. (pp. 557-574).

Session 18/29 Fall/18

India-Pakistan relations and the issue of Kashmir

Readings:

TBD

Session 19/29 Fall/18

In-class discussion of article related to the issue of Kashmir

Assignments:

- Term paper follow up. Term paper is due on class 29, presentation of term papers will be on class 29 as well.
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Session 20/29 Fall/18

**The issue of inequality and the State:
B. R. Ambedkar and Caste conflicts**

Ambedkar's critique of Indian social system. The making of constitution. Ambedkar's struggle for equality after Independence. The conversion into Buddhism.

Readings:

Omvedt, Gail. (1994). "Ambedkarism: Theory of Liberation." *Dalits and the Democratic Revolution*. Sage. Pgs. 224-259.

Session 21/29 Fall/18

**The issue of inequality and the State:
the raise of Dalit movement**

The politics of reservation after Ambedkar. The raise of Dalit movement in UP. Kanshi Ram and the foundation of BSP; Mayawati and the development of BSP.

Readings:

Guha, Ramachandra. (2008). *India After Gandhi*. Oxford, UK: Picador. (pp. 605-618).

Session 22-23/29 Fall/18

Visit to Seer Govardhanpur: interview with Dalit family and visit to Shri Ravidass Temple

Session 24/29 Fall/18

In-class discussion of article on recent case of caste violence

Session 25/29 Fall/18

The issue of inequality and the State: Adivasis and tribal groups in India

Democracy and safe-guard of minorities: the situation of Adivasis in Jharkhand/Orissa. Contradictions between economic development, politics and defense of Adivasi's rights

Readings:

Bakshi, Sanchita (2015). Regional Disparities in India. A Moving Frontier. *Economic and Political Weekly*. January, 2015. (pp, 44-52).

Session 26/29 Fall/18

The issue of inequality and the State: The Naxalite movement

Historical development of Naxalite movement. Militancy and clashes with government authority.

Readings:

Guha, Ramachandra (2007). Adivasis, Naxalites and Indian Democracy. *Economic and Political Weekly*. August, 2007. (pp, 3305-3312).

Sethi, Aman. (2011). The Bloody Crossroads. *The Caravan*.

<http://www.caravanmagazine.in/reportage/bloody-crossroads>.

Session 27/29 Fall/18

In-class discussion about the issue "May injustice justify violence"

Evaluation of Naxalite movement. Discussion on assigned reading.

Readings:

Roy, Arundhati. (2010). Gandhi, but with guns. *The Guardian*. 27 March 2010.

Session 28/29 Fall/18

Interview social activist on the protest against Coca-cola implant in Mehdiganj

Session 29/29 Fall/18

Presentation

Assignments:

- Submission of term paper due.

Evaluation

Attendance, Class Participation and in-class discussion of articles*	15%
Homework Assignment 1	20%
Homework Assignment 2	20%
Term Paper	40%
Presentation	5%

Assessment Criteria

Class Participation

Assigned readings are mandatory. At the beginning of class students are requested to summarize the argument of the assigned reading, replying to the questions asked by faculty.

In case students are not able to orally reply to the asked questions, submission of a small write up about reading's argument is required at the beginning of the next class.

Students are also encouraged to come up with good questions or select any news item of the day that can generate an open debate in reference to the topic of the class/reading.

Class discussions on specific topics (sessions 9 and 27) and on selected articles (sessions 13, 19 and 24) are also evaluated as part of class participation component. The articles are related to the class topics "communalism", "the issue of Kashmir" and "caste violence". Students are expected to attempt at identifying actors, issues, causes, dynamics of the conflict/violence and, with the support of faculty, examining potential solutions to solve the issue.

Students will be assessed on the basis of their familiarity with the material covered in relevant class meetings and assigned readings as well as their ability to apply it to the study of a current event.

Homework assignment 1

Students will work individually to write a 1000 word (4 page) paper on the analysis of a specific event in the American context on the basis of the theories on positive/negative peace and structural/cultural violence.

Students are expected to examine how the event/fact has evolved, the reasons for its happening as well as suggest possible solutions to solve the issue. Student will be assessed on the basis of their familiarity with material covered in class meetings 1-4 and relevant assigned readings.

Homework assignment 2

Students will work individually to write a 1000-1500 word (4-6 page) paper on the relevance of Gandhi's principles in today's world, discussing both positions, for and against. Students are expected to support their arguments taking into consideration two relevant events in American context.

Students will be assessed on the basis of their familiarity with the Gandhian principles studied in class as well as their ability to reflect on their application into an actual event

On class 9, students will share the contents of their paper in class and participate into a group discussion about the relevance of Gandhi's principles in today's world, analyzing the reasons why Gandhi's principles are still effective in certain contexts and instead resulted unsuccessful into others.

Term Paper and Presentation

In the Term paper, students will choose an article from newspapers and magazines (due on class 13) dealing with an issue in Indian context. The article needs to be approved by the course professor and write a 1500-2000 word (6-8 page) paper. Students are expected to contextualize the article within the broader frame of the relevant class related topic, analyze the event/fact by identifying actors, issues, causes, dynamics of the conflict/violence and suggest possible solutions to solve the issue.

The paper will contain an overview of the topic area, a review of the relevant literature in the field, analysis of the findings and personal conclusions by the student. Arguments should be supported by at least five outside sources, in addition to the course materials provided.

Papers will be graded on the basis of content, style, analysis and justification. Term papers are due on class 29. In the last session of the semester, students will have to present their term paper to the class through PowerPoint.

Grading

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A-	90-92%		B	83-86%		C	73-76%
				B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%
						Failing	F	<60%

Course Policies

Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

Academic Integrity

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.