



The City, the River, the Sacred

PEAC 380: *Peace and Conflict Studies: Gandhi and Beyond*

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 suggest appropriate conflict intervention strategies. Selected lectures will also focus on Varanasi, a representative site of contestation and cooperation for inter-civilizational dialogue and communal peace.

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

Course Schedule

Session 01/29

Peace and Conflict Studies and Notions of Peace

Readings:

Barash, D.P. and Webel C. (2009). *Peace and Conflict Studies*. New Delhi, India: Sage Publications. (pp. 3-12).

Session 02/29

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).

Session 03/29

Conflict Resolution: Theoretical Framework

Readings:

Ramsbotham, O., Woodhouse, T. & Miall, H. (2005). *Contemporary Conflict Resolution*. Cambridge, UK: Polity Press. (pp. 35-62).

Session 04/29

Conflict Resolution: Theoretical Framework

Readings:

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

Assignments:

- Presentation of newspaper article content and analysis on the basis of the theories on positive/negative peace and structural/cultural violence. Due on class 7.
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Session 05/29

Visit to Malviya Center for Peace Research

Session 06/29

Colonialism and the raise of Communalism

Readings:

Freitag Sandria B. (2010). State and Community: Symbolic Popular Protest in Banaras's Public Arenas. In *Culture and Power in Banaras*. New Delhi, India: Oxford University Press. (pp. 203-228).

Assignments:

- Students should prepare for class discussion about Mahatma Gandhi on Class 8. Students will reflect on the following questions: "Who was Gandhi? Was he a politician, a social activist, a spiritual leader, etc.? Why? ". During class discussion students should be prepared to defend their positions through

references to facts of Gandhi's life and other bibliographic resources. No write-up submission is required. The assignment is due on session 8 and will be used to stimulate open discussion in class.

Session 07/29

Presentation

Session 08/29

Teaching of Mahatma Gandhi

Readings:

Hardiman, David. (2003). *Gandhi in his time and ours*. Ranikhet, India: Permanent Black. (pp. 39-65)

Oral assignment on Mahatma Gandhi due.

Session 09-10/29

**Gandhi's Approach to Peace and Development -
Hind Swaraj**

Readings:

Gandhi, M. K. (1912). *Hind Swaraj*. Ahmedabad: Navjeevan.

Assignments:

Written paper mentioning title, topic and objective (i.e. the question that the research seeks to answer) of term papers. Due on class 13.

Term papers are due on class 29.

Session 11/29

**The Partition of India (Screening of movie Earth by
Deepa Mehta)**

Readings:

Bose, Sugata and Ayesha Jalal. (2014). *Modern South Asia: History, Culture, Political Economy*. Delhi: Oxford University Press. (pp 167-176).

Session 12/29

The Partition of India

Session 13/29

India-Pakistan relations and the issue of Kashmir

Readings:

Bose, Sumantra (2005). Kashmir at the Crossroads: Problems and Possibilities. In *Peace Processes and Peace Accords*. New Delhi, India: Sage Publications. (pp. 142-171).

Assignments:

Written paper mentioning title, topic and objective (i.e. the question that the research seeks to answer) of term papers due.

Writing Assignment on application of Gandhian principles to American context. Due on class 18.

Session 14/29

**The background to the communal riots in 1990's:
State, Society and Politics in Post-Colonial India**

Readings:

Bose, Sugata and Ayesha Jalal. (2014). *Modern South Asia: History, Culture, Political Economy*. Delhi: Oxford University Press. (pp 193-200).

Omvedt, Gail. (1992). Hinduism, Social Inequality and the State. In *Religion and Political Conflict in South Asia: India, Pakistan and Sri Lanka*. Westport, Connecticut-USA: Greenwood Press. (pp. 17-36).

Session 15/29

Ayodhya-Babri Mosque tussle

Readings:

Bacchetta, P. (2000, Spring). Sacred Space in Conflict in India: The Babri Masjid Affair. In *Growth and Change*. Vol. 31(2). (pp. 255 – 284)

Session 16/29

Banaras 1991 Riots: Field visit to Madanpura

Readings:

Raman, Vasanthi. (2010). *The Warp and the Weft. Community and Gender Identity among Banaras Weavers*. New Delhi, India: Routledge. (pp. 141-146).

Session 17-18/29

**Screening of the movie Bombay and in-class discussion
about the riots related to the demolition of Ayodhya-
Babri Mosque**

Session 19/29

2002 Gujarat Riots

Readings:

Sengupta, Roshni. (2005). Communal Violence in India: Perspectives on Causative Factors. *Economic and Political Weekly*, 40, 20. (pp. 2046-2050).

Ahmed, Sara. (2004). Sustaining Peace, Re-building Livelihoods: The Gujarat Harmony Project. *Gender and Development*, 12, 3. (pp. 94-102).

Session 20/29

Social movements in India: Caste conflicts and the raise of Dalit movement

Readings:

Singh Shyam. (2010). Dalit Movement and Emergence of the Bahujan Samaj Party in Uttar Pradesh: Politics and Priorities. *The Institute for Social and Economic Change (Bangalore) – Working Paper 242*. (pp. 1-17)

Session 21-22/29

**Field Visit to Seer Govardhanpur:
the issue of Ravidass Park**

Session 23/29

Naxalite Violence in India

Readings:

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

Session 24/29

Adivasis and tribal groups in India

Readings:

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

Session 25/29

The refugee problem in India

Readings:

Nair, Arjun. (2007). National Refugee Law for India: Benefits and Roadblocks. *Institute of Peace and Conflict Studies Research Papers*. 11. (pp.1-10).

Session 26/29

Communalism and Communal Peace in Varanasi

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 27-28/29

**Muslim-Hindu Harmony in Varanasi: visit to
Marduadih and Khojwaa**

Readings:

Burman, Roy J.J. (1996). Hindu-Muslim Syncretism in India. *Economic and Political Weekly*. 31, 20. (pp, 1211-1215).

Evaluation

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|----------------------------------|-----|
| Attendance & Class Participation | 15% |
| Presentation | 20% |
| Homework Assignment | 25% |
| Term Paper | 40% |

Assessment Criteria**Class Participation**

Students will be assigned by turns to make a 5-10 minute presentation on the reading assigned for the class. Students are expected to summarize the argument of the assigned reading and encouraged to prepare questions to facilitate group discussion.

Presentation

Students will choose an article from current newspapers and magazines and analyze its content 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.

The results of the study will be shared in an oral presentation to the class, and students will be assessed on their ability to apply the theories learnt in class 1-4.

Homework assignment

Students will work individually to write a 1000 word (4 page) paper on the application of the Gandhian principles studied in class into a specific American context of their choice. Students should demonstrate familiarity with material covered in class meetings and readings (8-10 and 13). Arguments supported with information from readings and supplemental course materials will receive higher marks than those supported with observation or general supposition. Students are expected to use at least two outside sources. (Due on class 18)

Term Paper

In the research paper, students will choose a class-related topic of their own interest which needs to be approved by the course professor and write a 1500-2000 word paper. 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.

Students are expected to submit within class 13 a written paper mentioning title, topic and objective (i.e. the question that the research seeks to answer) of their research papers. Papers will be graded on the basis of content, style, analysis and justification. Term papers are due on the last day of class.

Grading

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

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|-----------|----|---------|------|----|--------|----------------|----|--------|
| 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.