### NON-VIOLENT MOVEMENTS OF THE WORLD

**Course Description**

This course explores the history and role of nonviolent movements in the context of Peace Studies. It introduces students to the basic concepts surrounding the historical onset of nonviolent movements and the impact these have had on non-violent and peaceful transitions.

**Learning Objectives**

Comparative Peace Processes will enable learners to attain:

1. The Students acquire basic knowledge of and understanding to nonviolent movements

2. The causes behind various world nonviolent movements

3. They can critically analyze the dynamics and impacts of peace movements.

4. By taking this course, students will develop a sound understanding of nonviolent movements, their historical evolution, and their impacts in conflict-affected or contested contexts.

5. The participants of the course will develop a particular focus on examples of historical nonviolent movements, depending on the course advisor/teacher.

| Course Calendar |  |  |
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| Week-1 | **Nonviolent movements: an introduction.** **Nonviolent movement/forceful. Why do we need it?** **Definition****Contemporary non-violent methods****Inspirations of Nonviolence: Pragmatic, Ethical ,and Religious** **Methods of Nonviolent Action****Acts of Protest** **Persuasion,** **Noncooperation, and** **Nonviolent Intervention.** |  |  |
| Week-2 | **Types of Generic Nonviolence****Non Violence Resistance** **Direct Action****Moral Resistance****Active Reconciliation** **Passive Resistance****Peaceful resistance****Satyagraha**  |  |  |
| Week-3 | **Six Principles of Non-Violent Movements.** |  |  |
| Week-4 | **Theoretical understanding. Nonviolent movements in the Subcontinent.** |  |  |
| Week-5 | **Mahatma Gandhi and Character Education in** **Non-Violence.****The Khudai Khidmatgar Movement** **(1933-1937)** |  |  |
| Week-6and 7 | **Farmers’ Movement 2021:** **Analyzing the Issues that Ignited Farmers’ protest in India.** **The background of Farmers’ movements.** **The emergence of Rakesh Tikiat as a leader.** **Why the movement started through Third Degree Nonviolence.** **.** |  |  |
| Week-8 | **Class-based debates and symbolization exercise** |  |  |
| Week-9 | Mid-term |  |  |
| Week-10 | **Inequality and nonviolent movements** |  |  |
| Week-11 | **Nonviolent movements in Africa (documentary)****A Case Study of Nelson Mandela** |  |  |
| Week-12 and 13 | Caste and class.Nonviolent movement in America (documentary)A Case Study of M. L. King (J). |  |  |
| Week-14 | Three evils mentioned by M. L. King (J).  |  |  |
| Week-15 | Comparative analyses between the nonviolent movements of M. L. King (J) and Nelson Mandela.. |  |  |
| Week-16 | Contemporary world, nonviolent movements and women in peace campaigns, (class activity) presentations, submission of term paper and Course Revision |  |  |
| Final-term |  |  |

**Readings/ References**

1. Mukulika Banerjee, The Pathan Unarmed: Opposition & Memory in the North West Frontier. Oxford University Press, 2000.
2. David Cortright, Peace: A History of Movements and Ideas, Cambridge University Press, 2008.
3. Abdul Ghaffar Khan, My Life and Struggle, Delhi: Hind Pocket Books, 1969.
4. Nojeim, Michael J. Gandhi and King: The power of nonviolent resistance. Greenwood Publishing Group, 2004.
5. Mandela, Nelson. Long walk to freedom. Hachette UK, 2013.