



**Jindal School of International Affairs**  
*India's First Global Policy School*



## ***Politics of Non-Violence: The Case Study of Afghanistan & Pakistan***

### **Course Information**

**Course Duration:** 14 weeks

**Credit Hours:** 4 Credits

**Location:**

### **Instructor Information**

**Instructor:** Bilquees Daud

**Email:** [bdaud@jgu.edu.in](mailto:bdaud@jgu.edu.in)

**Office:** FOB, 6<sup>th</sup> Floor, West Side (4A)

**Office Hours:** Wednesdays from 11:00 to 12:00 (By email appointment)

## 1. Course Description

Non-violence as a tool to bring political and social transformations is centuries old that has brought significant changes in many countries such as India, US, and South Africa. The most eminent public figure who deployed non-violence as an effective strategy for engineering socio-political change was M.K. Gandhi. He believed that non-violence is to be harmless to everyone else even to your enemy and it is the 'search for truth'. Similarly, Martin Luther King believed that non-violence wins the hearts, replaces fear and enmity with understanding and friendship. On the other hand, the forgotten hero of non-violence, Bacha Khan philosophy focused on social reforms, education, and equal rights for women in a society that was dominated by violence.

This course will focus on the importance of non-violence as a form of social and political action against injustice and to replace violent dissent in modern times. In doing so, the course will talk about the history of non-violence and its techniques in general. Essentially, the aim of this course is to draw attention to the non-violent movements of Afghanistan and Pakistan, a region that is synonymous with terrorism in the modern discourse. Therefore, this course will equip students to critically engage with prevailing contemporary discourses concerning this part of the world characterized by the rise of radical Islam.

## 2. LEARNING OBJECTIVES

- To understand the impact of non-violent movements in contemporary world
- To learn and analyze the theories of non-violent techniques
- To understand the history, methods, and politics of non-violent movements
- To critically engage with the current development of non-violent movements in Pakistan-Afghanistan region

## 3. Evaluation Breakup

**Participation (10%):** Students are expected to read for the class and actively participate in the class discussions.

**Presentation (35%):** A group of students should choose a topic from the sessions to do an analytical presentation. The presentation should be based on independent research by students. Students are expected to do research, apply critical thinking, analysis secondary documents and prepare 25-30 minutes presentation to be presented in the class.

**Midterm/debate (25%):** This will be an in-class debate based on the materials covered in the course. Students will be divided into two groups; each group will be given a scenario/question/topic one week in advance. Students must do research and prepare on the day of the debate. Each group must defend their stand based on the arguments they have prepared.

**Final paper (30 %):** In the last day of the class, students will have final exam for the course. The exam will comprise of all the materials covered in the course. Students will be given two questions, from which they can choose one to answer in an essay format. The word limit for the final exam will be 1500-2000 words.

#### 4. Grade Definition

<b><i>COURSE LETTER GRADES AND THEIR INTERPRETATION</i></b>			
<b>Letter Grade</b>	<b>Percentage of Marks</b>	<b>Grade Points</b>	
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.

P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## 5. Academic Integrity

**Note Bene A:** If you miss **more than two classes consecutively** you would be required to furnish a doctor's certificate from the University's medical center. Failure to do so would automatically result in a loss of credit for this seminar. In case of an emergency please inform me via email or phone. You must submit your medical certificates to Ms. Swarnima Singh at the JSIA executive office within one week of joining university. **Students who have an attendance of less than 75% will be debarred from taking the end term exam and will receive a FAIL grade for this seminar. Failure to actively participate in the class discussions will be noted and will negatively affect your grade for class participation.**

**Note Bene (B):** If you are more than 10 minutes late for the class, attendance for that seminar will not be granted.

**Note Bene (C):** Plagiarism and/ or use of unfair means will result in a **FAIL Grade**. If you are not sure what constitutes plagiarism please consult your academic writing instructor, your course instructor and/ or read the university's handbook.

**Note Bene (D):** Deadlines are non-negotiable. Failure to submit assignments on time will result in negative marking (**Move down by one grade for every 30 minutes of delay**). **Submissions more than 2 hours late will automatically result in a FAIL grade.**

**Note Bene (E):** The course instructor reserves the right to change the course content at any time during the semester, depending on the needs of specific students taking the course. **Please check your university email id's REGULARLY for course related announcements and for course readings.**

**Note Bene (F):** Use of mobile phones, tablets and laptops in class is strictly prohibited unless they are required for the project group or any other in class assignment,

## Session Plan

Session (with Date)	General Topic	Readings	Approach/Pedagogy
<b><u>WEEK 1</u></b>	Introduction		All sessions would be participatory where a topic will be introduced and then students will take part in the discussion and presentations.
<b><u>WEEK 2</u></b>	Understanding non-violence as political action	<p><i>“The Politics of Nonviolent Action” Chapter two: Nonviolent action: an active technique of struggle by Gene Sharp. Boston: Porter Sargent, 1973, pp. 63-78</i></p> <p><i>“The Political Power of Non-Violent Resistance: The Gandhian Technique” by Jerry M. Tinker. The Western Political Quarterly, Vol. 24, No. 4 (Dec. 1971), pp. 775-788</i></p> <p><i>“Why Nonviolence? Introduction to Nonviolence Theory and Strategy” by Bob Irwin and Gordon Faison. Edited by David H. Albert. New Society Publishers, 1984</i></p>	
<b><u>WEEK 3</u></b>	<p>History &amp; methods of political non-violence</p> <p>Students must do an analytical presentation in the class on Gandhian techniques of civil resistance</p>	<p><i>“Civil Resistance and Power Politics: The Experience of Non-violent Action from Gandhi to the Present” Edited by Adam Roberts &amp; Timothy Garton Ash. Oxford University Press, 2009. Pp. 25-74.</i></p> <p><i>“The Role of Non-Violent Action in the Downfall of Apartheid’ by Stephen Zunes. The Journal of Modern African Studies, Vol. 37, No. 1 (Mar. 1999), pp. 137-169. Cambridge University Press.</i></p> <p><i>“The Politics of Nonviolent Action” Chapter 8: The methods of nonviolent intervention &amp; the methods of political noncooperation by Gene Sharp. Boston: Porter Sargent, 1973, pp. 357-435</i></p> <p><b>Recommended:</b></p>	

		<p>Prof. Suresh Sharma's Lecture on Gandhi: <a href="https://www.iea-nantes.fr/en/ressources/?ressource_recherche=Suresh+Sharma&amp;ressource_types%5B%5D=all_medias&amp;ressource_themes%5B%5D=all_themes&amp;ressource_themes%5B%5D=1&amp;ressource_themes%5B%5D=2&amp;ressource_submit=Ok&amp;simpleform_submitted=form_ressources&amp;formSimpleForm=1">https://www.iea-nantes.fr/en/ressources/?ressource_recherche=Suresh+Sharma&amp;ressource_types%5B%5D=all_medias&amp;ressource_themes%5B%5D=all_themes&amp;ressource_themes%5B%5D=1&amp;ressource_themes%5B%5D=2&amp;ressource_submit=Ok&amp;simpleform_submitted=form_ressources&amp;formSimpleForm=1</a></p>	
<b><u>WEEK 4</u></b>	<p><b>Why civil resistance works?</b></p> <p>Students must pick one case study from this reading (Why Civil Resistance Works) and do research on it. The findings should be presented in the class.</p>	<p>"Why civil resistance works the strategic logic of nonviolent conflict". Erica Chenoweth &amp; Maria J. Stephan. Columbia university press New York. Series. JC328.3.C474 2011. E-ISBN 978-0-231-52748-4.</p> <p>"How Nonviolent Struggle Works" Chapter 9: Basic Element in Non-violent Strategy by Gene Sharp. The Albert Einstein Institute: Boston, USA 2013, pp. 65-80</p>	
<b><u>WEEK 5</u></b>	<p><b>The history of non-violence in Pakistan: The Case of the Khodai Khitmatgars &amp; Pashtun Tahafuz Movement (PTM)</b></p> <p>Students must do an analytical presentation in the class comparing the two movements.</p>	<p>"Abdul Ghafar Khan, Faith is a Battle" by D.G Tendulkar. Gandhi Peace Foundation, New Delhi, 1967.</p> <p>"My Life and Struggles Autobiography of Badshah Khan" narrated to K.B. Narang by Jayaparkash Narayan. Hind Pocket Book Ltd. New Delhi.</p> <p>Mohandas Gandhi, Abdul Ghaffar Khan, and the Middle East Today Author(s): Rajmohan Gandhi</p> <p>"No Sign until the Burst of Fire: Understanding the Pakistan Afghanistan Frontier" by Thomas H. Johnson and M. Chris Mason. International Security.</p> <p>The Pashtun Tahaffuz Movement: A thorn in the Pakistani Military's side</p>	

		<a href="https://pakistanchristianpost.com/opinion-details/3569">https://pakistanchristianpost.com/opinion-details/3569</a>
<b><u>WEEK 6</u></b>	<b>Documentary on Iran non-violence protest</b>	<p><a href="https://www.youtube.com/watch?v=oDeaOOmfxZ8">https://www.youtube.com/watch?v=oDeaOOmfxZ8</a></p> <p><a href="https://www.youtube.com/watch?v=fqHhLy6KOMo">https://www.youtube.com/watch?v=fqHhLy6KOMo</a></p> <p><a href="https://vimeo.com/27549444">https://vimeo.com/27549444</a></p>
<b><u>WEEK 7</u></b>	<b>Midterm/ Debate</b>	
<b><u>WEEK 8</u></b>	<b>Rise of radical Islam &amp; challenge for non-violent political action</b>	<p><i>“Islamic Radicalism in Afghanistan &amp; Pakistan” by Olivier Roy. CNRS. Paris. January 2002</i></p> <p><i>“The Politics of Extremism in South Asia” by Deepa M. Ollapally. Cambridge University Press, New York, 2008. Pp.52-114.</i></p> <p><i>“Education for Peace; Rehabilitating non-violence discourses in Afghanistan” by Bilquees Daud. LAP LAMBERT publication. April 2020.</i></p> <p><i>“Conflict Resolution and Peace Education” Edited by Candice C. Carter. Chapter 3 “Nonprofits Advancing Public Dialogue about a “Culture of Peace” John W. Frank pp.63-95. Palgrave Macmillan. 2010.</i></p> <p><i>A Human Rights-Based Approach to Education © United Nations Children’s Fund/ United Nations Educational, Scientific and Cultural Organization, 2007 (Chapter 2,3 &amp;4).</i></p>
<b><u>WEEK 9</u></b>	<i>Guest Lecture</i>	<i>TBD</i>
<b><u>WEEK 10</u></b>	<b>Role of Civil Society in Promoting non-violence as political</b>	<i>“Afghanistan: Pathways to peace: New Directions for an Inclusive</i>

	<p><b>action: Case Study: Helmand Peace March &amp; Pen Path movement in Afghanistan</b></p> <p><i>Students must do an analytical presentation in the class on how civil resistance could be practiced in Afghanistan's current situation.</i></p>	<p><i>Peace in Afghanistan". CARE International</i></p> <p><i>"NGOs and civil society in Afghanistan" by Mark Bowden and Shirazuddin Siddiqi. Lessons for Peace. Report November 2020.</i></p> <p><i>"The Eid ceasefire helped our efforts well: Helmand peace marchers keep up the pressure" by Ali Mohammad Sabawoon. Afghan Analysts Network</i></p>	
<b><u>WEEK 11</u></b>	<b>Field Trip</b>	<i>TBD</i>	
<b><u>WEEK 12</u></b>	<p><b>Dealing with the Past: What is reconciliation &amp; Transitional justice</b></p> <p><i>Students must do a presentation in the class on reconciliation failure in Afghanistan based on this reading.</i></p>	<p><i>"Pieces of the Puzzle: Keywords on Reconciliation and Transitional Justice". Edited by Charles Villa-Vicencio and Erik Doxtader Preface by Richard Goldstone. Published by the Institute for Justice and Reconciliation. 2004. Cape Town, South Africa.</i></p> <p><i>Gossman, P. (2019, February). Amnesty and the peace process in Afghanistan (Research Memorandum). Human Rights Watch.</i></p> <p><i>Afghanistan Independent Human Rights Commission. (2005). A call for justice: A national consultation on past human rights violations in Afghanistan. AIHRC.</i></p>	
<b><u>WEEK 13</u></b>	<b>Revision</b>		
<b><u>WEEK 14</u></b>	<b>Final Exam</b>		

### Recommended books:

*Emmanuel Levinas: The Politics of Non-Violence, 2014. Published by: University of Toronto Press*  
*Gene Sharp: The Politics of Nonviolent Action (3 volumes), 1973. Published by: Porter Sargent*