



COURSE MANUAL

Pacifist Environmental Movements

COURSE INSTRUCTOR:

Sara Acevedo Garzón

SEMESTER:

Spring 2026

PART I

General Information

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intends and purposes as far the elective course, Pacifist Environmental Movements, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

COURSE TITLE: **PACIFIST ENVIRONMENTAL MOVEMENTS**

COURSE CODE:

COURSE DURATION: **15 WEEKS X 4 HOURS PER WEEK = 60 HOURS**

NUMBER OF CREDIT UNITS: **4**

LEVEL:

MEDIUM OF INSTRUCTION: **ENGLISH**

PRE-REQUISITES: **NONE**

PRE-CURSORS: **NONE**

EQUIVALENT COURSES: **NONE**

PART II

a. COURSE DESCRIPTION

This course, "Pacifist Environmental Movements," provides a thorough exploration of non-violent environmental advocacy, focusing on its historical and contemporary impact. The course will cover topics such as land rights, resource management, ecofeminism, and sustainable development, offering students a deep understanding of how peaceful activism addresses environmental challenges. By exploring the effectiveness and limitations of non-violent approaches, students will develop the knowledge and skills to advocate for sustainable environmental practices through peaceful means.

b. COURSE AIMS

During the course:

- To critically examine the history and evolution of pacifist environmental movements, with a focus on key figures and movements, international and in India.
- To analyze the effectiveness and challenges of non-violent approaches in addressing contemporary environmental crises.
- To understand the role of agrarian movements in shaping environmental policy, particularly around land distribution and forest laws.
- To equip students with the tools and knowledge necessary to engage in and promote sustainable environmental practices through peaceful and impactful methods.

c. INTENDED LEARNING OUTCOMES

Course Intended Learning Outcomes	Weightage	Teaching and Learning Activities	Assessment Tasks/ Activities
By the end of the course, students should be able to:			Reflexive Essays, Class Presentations, Artistic Activities, Group and Individual research projects on various associated themes mentioned in the manual.
Reflect on the challenges of sustainable development and explore pacifist movements as a means of driving social change.	%	Each module will provide students with a framework of analysis along with some key concepts. Case studies, films, fictive texts, poetry, activities and classroom	

Course Intended Learning Outcomes	Weightage	Teaching and Learning Activities	Assessment Tasks/ Activities
Understand the intersection of art and environmentalism, and how creative expression can raise awareness about environmental issues, inspire action, and ecological responsibility.	%	discussions will be employed to develop a critical, responsible and inquiring perspective on sustainable development.	

d. GRADING OF STUDENT ACHIEVEMENT

To pass this course, students must obtain a minimum of 40% in the cumulative aspects of coursework, for example, moot, and final examination. End of semester exam will carry 50 marks out of which students have to obtain a minimum of 15 marks to fulfil the requirement of passing the course.

The details of the grades as well as the criteria for awarding such grades are provided below.

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Absent	Ab	0	When the student has not appeared in the examination. If an "Ab" grade is assigned, it will require a resit examination and/or repeating the course.

e. INTERNAL ASSESSMENTS

PART III

a. KEYWORD SYLLABUS

Environmentalism, non-violence movements, sustainable development, ecofeminism, food sovereignty, environmental justice, resource management.

b. COURSE & CLASS POLICIES

In an *offline mode* of teaching following guidelines shall apply:

1. Attendance will be taken 10 minutes after the class commences.
2. All reasonable adjustments would be provided to students with medical conditions.
3. Food can be brought into the classroom.
4. Laptops are not allowed.
5. Phones should be switched off. No calls shall be entertained during the class.
6. Students shall be prepared with the readings before coming to class.

ACADEMIC INTEGRITY AND PLAGIARISM

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through

which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

DISABILITY SUPPORT AND ACCOMMODATION REQUIREMENTS

JGU endeavours to make all its courses accessible to students. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at [**https://jgu.edu.in/disability-support-committee/**](https://jgu.edu.in/disability-support-committee/)

Students who need support may register any time during the semester up until a month before the end semester examination begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [**disabilitysupportcommittee@jgu.edu.in**](mailto:disabilitysupportcommittee@jgu.edu.in)

PART IV

WEEKLY COURSE OUTLINE AND READINGS

MODULE 1	WEEK 1-2	Power, Justice, and Marginalized Perspectives
MODULE 2	WEEK 3-4	Environmental Ethics and the Challenges of Development
MODULE 3	WEEK 5-6	International Environmental Movements
MODULE 4	WEEK 7-8	Indian Environmental Movements and Gandhian Ecology
MODULE 5	WEEK 9-10	Ecofeminism and Peasantry Rights in India
MODULE 6	WEEK 11-12	Thinking on Living Economies and Ecotourism
	WEEK 13	Review

WEEK 1-2

Power, Justice, and Marginalized Perspectives

This module explores critical frameworks for understanding social inequalities and power structures. It delves into historical materialism as a lens to analyze the material conditions shaping societies, intersectionality to examine overlapping systems of oppression, the veil of ignorance as a thought experiment in justice, and the lived experiences of marginalized groups, highlighting their role in shaping resistance and reform.

Readings:

1. Crenshaw, K. (1991). 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color'. *Stanford Law Review*, 43(6), 1241
- Vermeule, A. (2001). Veil of ignorance rules in constitutional law. *Yale LJ*, 111, 399.
2. Guha, R. and Alier, J.M., 2013. The Environmentalism of the Poor, *Varieties of environmentalism: essays North and South*. Routledge, pp 2-21
3. Ramesh, J., 2010. The two cultures revisited: the environment-development debate in India. *Economic and Political Weekly*, pp.13-16.
4. De Beauvoir, S. (2023). The Second Sex. Introduction.

WEEK 3-4

Environmental Ethics and the Challenges of Development

This module explores the ethical dimensions of environmental issues, examining how Western ideas of development and progress impact ecosystems and communities.

Readings:

1. Palmer, C., McShane, K., & Sandler, R. (2014). Environmental ethics. *Annual Review of Environment and Resources*, 39, 419-442.
2. Mies, M. (1993). The myth of catching-up development. / Shiva, V., & Mies, M. (2014). *Ecofeminism*. Bloomsbury Publishing.
3. Chhatrapati Singh, Common Property and Common Poverty: India's Forests, Forest Dwellers and the Law, Oxford University Press 1986.
4. Shiva, V. (1993). The impoverishment of the environment: women and children last. / Shiva, V., & Mies, M. (2014). *Ecofeminism*. Bloomsbury Publishing.

WEEK 5-6

International Environmental Movements

In this module, students will explore key international environmental movements through class presentations, investigating their origins, goals, and significant contributions to global sustainability.

Topics:

Gandhi's Salt March (India, 1930)

The Defenders of Pureora Forest (New Zealand, 1978)

The Greenham Common Women's Peace Camp (United Kingdom, 1982)

The March for Territory and Dignity (Bolivia, 1990)

Fridays for Future (Sweden/Global, 2019)

Extinction Rebellion (Global, 2018 onwards)

The Standing Rock Movement (USA, 2016)

Ocean Cleanup Project (Global, 2013 onwards)

WEEK 7-8

Indian Environmental Movements and Gandhian Ecology

This module examines Indian environmental movements with a focus on Gandhian ecology, exploring how Gandhian principles of nonviolence, self-reliance, and sustainable living have influenced environmental activism in India, such as the Chipko movement (1970), The Narmada Bachao Andolan (1980s), the Bhopal Gas Disaster (1984), and the 2020-2021 Farmer's Protest.

Readings:

1. Moolakkattu, J. S. (2010). Gandhi as a human ecologist. *Journal of human ecology*, 29(3), 151-158.
2. Jahanbegloo, R. (2020). *Mahatma Gandhi: A Nonviolent Perspective on Peace*. Routledge India.
3. Mallick, K. (2021). *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*. Amsterdam University Press.

4. Dickinson, T. (1998). Non-violent communication, compassionate communication. *Medicine, Conflict and Survival*, 14(1), 56-62.

WEEK 9-10

Ecofeminism and Peasantry Rights in India

This module explores ecofeminism and peasantry rights in India, focusing on the intersection of gender, environmental activism, and agrarian struggles for land and sustainable farming.

Readings:

1. Shiva, V. (1988). *Staying alive: Women, ecology, and survival in India* (Vol. 84). New Delhi: Kali for Women, 38-95.
2. Garikipati, S. (2009). Landless but not assetless: female agricultural labour on the road to better status, evidence from India. *The Journal of Peasant Studies*, 36(3), 517-545.
3. Agarwal, B. (1992). The gender and environment debate: Lessons from India. *Feminist studies*, 18(1), 119-158.
4. Prasad, A. (2021). Women's liberation and the agrarian question: Insights from peasant movements in India. *Agrarian South: Journal of Political Economy*, 10(1), 15-40.

WEEK 11-12

Thinking on Living Economies and Ecotourism

This module explores living economies and the role of ecotourism in promoting sustainability, supporting local communities, and balancing economic growth with environmental preservation.

Readings:

1. Shiva, V. (2018). Earth Democracy: Sustainability, Justice, and Peace. *Buff. Envtl. LJ*, 26, 1. 1-26.
2. Longacre, C., & Streitfeld, J. (Directors). (2021). The Seeds of Vandana Shiva [Film]. Becket Films.
3. Mies, M., & Shiva, V. (2014). White man's dilemma: His search for what he has destroyed. *Ecofeminism*.
4. Devall, B., & Sessions, G. (1985). Deep ecology. *Technology and values: Essential readings*, 454-59.

WEEK 13 -14**Review – Final exam**