

Peace and Conflict Studies

STUDY GUIDE AUTUMN 2019

(30 ECTS credits)

Updated 12.06.2019
Changes may occur

Table of Contents

Dates and Deadlines	2
1. Introduction.....	3
2. Course Content.....	4
Part 1 – Self Study Period (08 July - 26 Aug).....	4
Part 2 - Study in Nepal (02 Sept – 08 Nov)	5
Part 3 – Home Exam (08 - 28 Nov).....	7
3. Practical Information for being in Nepal.....	9
4. Lecture Plan and Course Reading Lists.....	10
5. Staff	25
6. Guidance on writing essays.....	29
7. Internet Resources.....	34

Dates and Deadlines

Self-study 08 Jul – 26 Aug	Self-study. Email contact with Seminar Leader. Students expected to read approx. 250 pages of course literature and write a short paper of 1800 words (+/- 10%), which equates to 4-5 pages. Hand-in of short paper – must achieve an ‘approved’ grade Submit to elida@kulturstudier.org by August 26
Week 1 (36) 02 – 06 Sept	Introduction to Peace and Conflict Studies Lecturer: Astrid Engl
Week 2 (37) 09– 13 Sept	Introduction to Peace and Conflict Studies Lecturer: Astrid Engl Seminar: Organising groups for group paper
Week 3 (38) 16– 20 Sept	Peace and Conflict in South Asia Lecturers: Prof. Priyankar Upadhyaya and Prof. Anjoo Sharan Upadhyaya Research Methodology Seminar Leader: Mira Kinn 19 Sept – Deadline for approval of group paper topic, disposition and 200 pages of literature.
Week 4 (39) 23 – 27 Sept	Peace and Conflict in South Asia Lecturers: Prof. Priyankar Upadhyaya and Prof. Anjoo Sharan Upadhyaya Seminar, group paper work. Oral presentation of group paper topics will take place during this week.
Week 5 (40) 30 Sep – 04 Oct	Conflict Resolution and Peacebuilding Lecturer: Jenn Weidman Seminar, group paper work
Week 6 (41) 07 – 11 Oct	Conflict Resolution and Peacebuilding Lecturers: Jenn Weidmann Seminar, group paper work
Week 7 (42) 14 – 18 Oct	Field Visits and Guest Lectures (I) Seminar
Week 8 (43) 21 – 25 Oct	Field Visits and Guest Lectures (II) October 23 - Deadline for group paper draft
Week 9 (44) 28 Oct – 1 Nov	Writing group paper: Groups must write a paper of 9000 words (+/- 10%), which equates to 20-25 pages. The paper will be on a defined topic, drawing on literature from the lectures and 200 pages of individual/group choice literature.
Week 10 (45) 4 – 8 Nov	Writing up and submitting group paper End of programme in Nepal
Home exam 8 – 28 Nov	Individual home exam

1. Introduction

This Study Guide is a supplement to the Course Description. It will give information about the course and advice on how best to study and carry out the different tasks.

Peace and Conflict is a course run by Kulturstudier in collaboration with Oslo Metropolitan University (OsloMet) since 2006 and is part self-study at home and part lecture based in Pokhara, Nepal. Having ten weeks in Nepal gives a unique opportunity to engage with the academic content taught as well as to learn different social, political and cultural aspects of the country and its people. The course will give an introduction to Peace and Conflict Studies with a regional focus on South Asia in general and on Nepal and India in particular.

Living and studying in different and unfamiliar cultures, demands awareness and cultural sensibility. Good relations with both locals and co-students are essential for good working conditions. An introduction to Nepali 'etiquette' is provided in a separate document and is written to give assistance on how to behave whilst in Nepal.

If there are any academic questions that have not been answered in the Study Guide please contact the academic coordinator Elida Jacobsen (elida@kulturstudier.org) and/or the seminar leader Mira Kinn (mira@kulturstudier.org). All other inquiries, please contact our office in Oslo, mail@kulturstudier.no or by telephone: +47 22358022.

The Study Guide contains the following sections:

- Course Content

The three sections of the course are outlined with the corresponding student requirements.

- Practical Information

A summary of the course practicalities is provided, such as working hours, accommodations, free time etc.

- Lecture plan and Course Reading List

For the ten weeks in Nepal, the timetable for lectures is set out with associated texts listed.

- Course Lecturers and Staff

An overview of the course coordinators and visiting lecturers is provided.

- Guidance on Writing Essays

The main criteria for assessment are listed, alongside general guidance on how to compose a good essay.

- Internet Resources

Internet sources are grouped into General Peace and Conflict Issues, India, Nepal and South Asian Peace and Conflict Issues, and News and Media.

2. Course Content

The overall objective of the course is to give a comprehensive and critical understanding of global and regional aspects within Peace and Conflict Studies.

This section provides information about the different sections of the Peace and Conflict course and guidance on how the students should work in collaboration with each other and the teachers. As part of the course, students have to complete three written assignments, including the home examination, details of which are provided below.

Part 1 – Self Study Period

(08 July - 26 Aug)

The course starts with a period of self-study. During Part 1 students are expected to read around 300 pages as an introduction to the field of Peace and Conflict Studies. Concepts central to the whole course such as Peace, Conflict, War, Violence, Development, Conflict Resolution, Non-Violence and Peacebuilding will be introduced together with overviews of current trends in Peace Studies. As these concepts and explanations form a basis for the whole study, you are expected to become familiar with them before going to Nepal. A general acquaintance with the history, culture and politics of Nepal and the South Asia region would also be preferable, although this is not included in the formal part of the self-study period.

Self-studying can be challenging. It demands discipline to set aside enough time for reading and reflection. However, it also forces the development of an independent understanding of readings. If there are any questions during the self-study period, please contact the seminar leader(s).

Student Requirement

Assignment 1 – Short Paper

Deadline: 26th August

Title: “Present and critically discuss the concepts of conflict and peace along following questions:

- 1) What are the different meanings and explanations of conflict?
- 2) What are the different meanings and sources of peace?
- 3) Is peace merely the absence of violent conflict?

Deadline: 26th August

- Individual work
- 1800 words ($\pm 10\%$)
- Must be marked ‘approved’ for student to progress

As part of the learning activity, students shall write a short paper *based on the reading list provided in Section 4*. These are broad and complex concepts that will become very familiar during the course. In this first assignment a comprehensive discussion of each concept is not expected. Focus on what the readings say about these concepts. Answers to all questions should be based on a *critical discussion and analysis of the readings given for this assignment*. There is no need to find additional sources. In order to pass, you must support your writing by including references. Correct referencing has two parts: (1) a short reference in the text, which is linked to (2) a full reference in the list of sources used, called ‘Literature’. Advice on how to do this is given in Section 6.

It is advised to treat each concept in separate sub-chapters. The short paper shall be of 1800 words (+/- 10%), which equates to 4-5 pages, giving around one page to present each concept. (Detailed advice on how to write papers and essays is given in Section 6.). The short paper will be assessed by the academic coordinator or seminar leader during the first two weeks in Pokhara and must qualify as 'approved'. If it fails, there will be the possibility to improve the paper during the third week of the stay in Nepal. Individual feedback will be provided upon request.

The finished short paper should be submitted to the academic coordinator on elida@kulturstudier.org

Part 2 - Study in Nepal

(02 Sept – 08 Nov)

The major parts of the course take place in Nepal (see *Course Description* for further details). Topics such as Peace, Conflict, Violence, War, Terrorism, Gender, Human Rights, Conflict Resolution and Peacebuilding will be studied from global as well as regional perspectives. By living and studying in Nepal, some of the ideas and concepts studied in the classroom will be able to be seen in reality, providing a very real learning environment. Studying in Nepal will take a variety of forms, as summarised below:

Lectures

Lectures will be given corresponding to the major parts of the course mentioned above. There will be different series of lectures run by different visiting teachers. The first lecture starts on **Monday 2nd of September**. There will normally be lectures on all weekdays. **Student participation is compulsory. It is essential to have read the relevant articles and chapters on the reading list prior to each lecture.** (For further details, see Section 4: Lecture Plan and Reading List).

Seminars

Students are expected to participate in all seminars organised by the seminar leader(s). In the seminars students will have the opportunity to discuss more in depth theories and aspects of Peace and Conflict Studies and reflect on the lectures and readings together with the assistance of the seminar leader(s). Everybody **must participate in and prepare** for the seminars. Using seminars to discuss concepts and share ideas is a highly efficient way to learn. Moreover, the study of Peace and Conflict has normative implications; thus being able to question, reflect and criticise – both verbally and in written form – is equally important.

Field Visits

Nepal provides an interesting context concerning Peace and Conflict questions. In order to learn and take advantage of this, various visits in and around Pokhara and field excursions will be organised during the semester. In the field visits, we get to investigate topics from the curriculum in context. Students might be expected to either write a short report or have an oral presentation based on experiences from the field visits. These will be assessed by the seminar leader(s) and you have to obtain the mark "approved".

Working in groups

In addition to the lectures, group work is central to the course. Group work can be challenging, but also rewarding. Inspiration and ideas often come from discussions with others. This is especially the case in Peace and Conflict studies where questions do not

have simple or straightforward answers. In addition, the group will be useful as a forum where students can relate theoretical knowledge to what they observe in Nepal.

How groups do function depends on its members. We advise that students discuss and agree upon some guidelines, and then carefully follow them. Here are a few suggestions:

- a) All group members have the right *and* obligation to participate in the activities of the group.
- b) All group members should be included in group-discussions, agreements, and the flow of information.
- c) There must be a clear division of responsibilities and tasks within the group.
- d) Routines must be established on how to work and when to meet.
- e) The group members must show respect for each other across diverse backgrounds and personalities.

Still, differences or disagreements between group members can sometimes produce problems that prove hard to solve. In such cases, it is important that group members are open about the problems, and try to sort them out. If conflicts continue despite such efforts, the group in question should consult the seminar leader(s), who will help find alternative solutions.

Student Requirement

Assignment 2 - The Group Paper

Deadline: 06^h November (to be confirmed)

Title: Describe, reflect and discuss the chosen topic(s) critically. (Help will be given to find suitable topics)

Deadline: 06th November (to be confirmed by OsloMet)

- **Groups of 4-5 members**
- **9000 words ($\pm 10\%$)**
- **40% of final Mark**

Groups will consist of 4-5 members. Lectures and seminars will be held on doing research and writing assignments. Help will be given to find suitable topics for the group paper. The topic must be approved by the seminar leader(s). The group paper should describe, reflect and discuss the chosen topic/s critically. The members of each group are expected to work together and produce a common product, namely a *group paper*, which the group shall hand in by the end of the course in Nepal. It is a requirement of the course that each student takes an active part in researching and writing the group paper. If a student does not take part, they will be given a warning by the seminar leader(s). If the student persists in not taking an active part in the group work, the seminar leader(s) has the authority to fail the student on this task.

Three specific criteria need to be met in order to successfully complete this assignment. These are as follows:

1. Course readings and lectures should be used as background to the group paper: you should demonstrate an understanding of the course and its content.
2. Groups are expected to compile approximately 200 pages from additional literature preferably connected to Nepal or another part of South Asia.
3. The group paper should contain 9000 words +/- 10%, which equates to 20-25 pages.

An application of the three requirements outlined above will be used as the criteria for awarding grades. Two internal examiners will assess the group paper, which will comprise 40% of the final mark of the course. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

At the end of this *Study Guide* there is an overview of Internet addresses and web pages that may also be useful for writing the group paper. At the study centre, there is a small library of books and reports. However, if students have relevant books, they are welcome to bring them with to Nepal. Much of the writing will require access to a computer. If you have a laptop computer, we recommend you bring it with you to Nepal. Make sure you have travel insurance that covers against possible loss or damage.

Assistance with group paper

One of the advantages of studying Peace and Conflict Studies in Nepal is the availability of lecturers and the seminar leader(s). The group paper is the product of the students. However, during the writing process, the seminar leader(s) will give assistance. To ensure progress in the writing process, students will have to commit to certain deadlines. Soon after the groups are formed, they will have to agree on a topic for the paper. The group is also entitled to two reviews/tutorials; one in the early stage and one in the final stage. However, the seminar leader(s) must be given sufficient time to read and comment on the draft.

The home exam essay is to be submitted to OsloMet according to deadlines and instructions you will receive from OsloMet.

Part 3 – Home Exam

(08 - 28 Nov)

Student Requirement

Assignment 3 - The Written Exam Paper on 'Peace and Conflict Studies'

Title: Home exam – choose *one question* from 3-4 questions.

Deadline: 28thth of May (to be confirmed by OsloMet)

- **Individual work**
- **4400 words (±10%)**
- **60% of final Mark**

When writing the final home exam students are on their own again. You receive the questions and candidate number from OsloMet. There will be 3-4 questions, from which one has to be chosen. There will be questions from each part of the course, but a good answer will demonstrate knowledge drawn from across the subjects. It should include information and sources from a range of the lectures, set books and readings. It is important to demonstrate and understand the links between the various topics within the course.

The home exam essay should contain 4400 words (+/- 10%), which equates to 10-12 pages, using literature from the compulsory reading list. One internal and one external examiner will assess the home exam. It will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The home exam essay is to be submitted to OsloMet according to deadlines and instructions you will receive from OsloMet.

Note: You will receive the exam guide from OsloMet in due time.

3. Practical Information for being in Nepal

Accommodation

Kulturstudier uses apartment houses for students and for staff. The apartment houses are all in the centre of Pokhara. The study centre is at Hotel Tuki Resorts in Pokhara. The study centre is in walking distance from the student house.

If you have trouble finding your way or need to contact us, you can reach our field manager Ms. **Sati Nunziati tel.: +977-9813692269 or +39-3896608850 (WhatsApp only).**

Programme Study time

In Pokhara, the academic week lasts from Monday to Friday with lectures and seminars in the morning and reading in the afternoon. Lectures, seminars and academic support activities will be held at our classrooms. The lectures will normally start after breakfast, at 9:00am.

Free time

The afternoons are flexible, combining both work and free time for the students, at the study centre, town or nearby places. The evenings and weekends are free for students to organise as they like. There will be some evening activities such as guest lecturers and films, but these are optional. Some students also do voluntary work, and this usually takes place in the late afternoon.

Expenses - Cost of living

The cost of living is modest in Pokhara, although prices have gone up as in the rest of (especially urban) Nepal. It is still possible to buy a South Asian meal for \$3.00 or to spend more at the many western restaurants in the town. Taxi are also fairly cheap.

Opportunity for self-travel

During the week, from Monday to Friday students are expected to be in town and to take an active part in the programme. You can travel on weekends, though this must be balanced with your responsibilities for the group paper. A 3-4-days long weekend is given in the middle of the programme so that students can travel if they wish.

4. Lecture Plan and Course Reading Lists

What follows is an overview of the various parts and lectures of the course, and the related literature. The Course Readers (compendium) will be made available in an Internet document before the self-study period begins.

Set Books

The Peace and Conflict curriculum contains a variety of sources; books, articles and reports. In addition to the course readers, you have to buy the following four books that forms a basis for your learning process:

📖 Richmond, Oliver P., Sandra Pogodda and Jasmin Ramovic (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan.

📖 Upadhyaya, Priyankar and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press.

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall, (eds.) (2016): *Contemporary Conflict Resolution*, Cambridge UK: Polity Press. **(4th edition!)**

📖 Cooper, Robin and Laura Finley (eds.) (2014): *Peace and Conflict Studies Research. A Qualitative Perspective*, Charlotte NC: Information Age Publishing, INC.

Part 1 – Introducing Peace and Conflict Studies (self-study)

During the **self-study period** you will study the following readings that are part of the curriculum of the first, second as well as third module (see also the Reading and Lecture plan):

📖 Barash, D. P. and C. Webel (2009, 2nd edition): “The Meanings of Peace” in *Peace and Conflict Studies*. Thousand Oaks, Ca. (also New Delhi, India): Sage Publications, Chap.1, pp.3-12 (10 pp).

📖 Cohn, Carol (2013): “Women and War: Towards a Conceptual Framework”, in Carol Cohn (2013) (ed). *Women and Wars: Contested Histories, Uncertain Futures*, Cambridge: Polity Press, pp. 1-35 (35pp).

📖 Ellis, Donald G. (2006): “Group Conflict”, in *Transforming Conflict. Communication and Ethnopolitical Conflict*, Oxford: Rowman&Littlefield Publishers, Chap.1 (22pp).

📖 Galtung, Johan (1990): “Cultural Violence”, in *Journal of Peace Research*, Vol. 27, No. 3, pp. 291- 305 (14pp).

📖 Kolås, Åshild (2014): “Conflict Resolution and Peacebuilding: Ideas, Approaches and Debates”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 1, pp. 1-22, (22pp).

- 📖 Kumar, Samrat Schmiem and Elida K. U. Jacobsen (2014): “Plurality of Peace, Non-Violence and Peace Works in India”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 5, pp. 82-102 (21 pp).
- 📖 Lawler, Peter (2008): “Peace Studies” in Paul D. Williams (ed.) (2008): *Security Studies: An Introduction*, UK: Routledge, pp. 73-88 (16pp).
- 📖 Mayton, Daniel M. (2009): “Recent History of Nonviolent Responses to Conflict”, in *Nonviolence and Peace Psychology. Intrapersonal and Interpersonal, Societal and World Peace*, London:Springer, Ch. 3, pp.11-30 (20pp).
- 📖 Moawad, Nazli (1996): “An Agenda for Peace and a culture of Peace”, in *UNESCO (1996): From a culture of violence to a culture of peace*, Paris: UNESCO Publishing, pp. 177-193 (17pp).
- 📖 Newman, Edward (2004): “The ‘New Wars’ Debate: A Historical Perspective Is Needed”, in *Journal of Peace Research*, Vol.35, No.2, pp.173-189 (17pp).
- 📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) “Introduction to Conflict Resolution: Concepts and Definitions” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 1, (28pp).
- 📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Peacebuilding” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 9, (16 pp). (Self-Study)
- 📖 Hughes, Caroline (2016):” Peace and Development Studies” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 10, pp.139-153 (14pp).
- 📖 Krampe, Florian and Ashok Swain (2016): “Human Development and Minority Empowerment: Exploring Regional Perspectives on Peace in South Asia” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 27, pp. 363-375 (12pp).
- 📖 Suter, Keith (2007): “The third era of human rights: global accountability”, in *Medicine, Conflict and Survival*, Vol.23:3, pp.213-227 (15pp).
- 📖 Yadav, Ajay Kumar (2014): Structural Violence and Human Security, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 7, pp. 122-139 (17 pp).

You will thereby get a solid overview of main theories and concepts on peace, conflict and violence within the academic field of Peace and Conflict Studies. It is **highly recommended** to make yourself familiar to the readings of the rest of the curriculum as well, especially as this will make your self-study easier; the earlier you start reading, the more you will benefit during your study stay in Nepal!

Part 2 – Introduction to South Asia

Lecture Series 1 – Introducing Nepal and South Asia

Lecturers: TBA

During the first couple of weeks, **introductory lectures** will be given on topics related to the historical, social, political and cultural fabric of South Asia in general, and of Nepal in particular. In addition, guest speakers of international organizations and local NGOs will be invited.

Lecture Series 2 - Introduction to Peace and Conflict Studies

Lecturer: Astrid Engl

Lecture 1. Peace and Conflict Studies and notions of Peace(s)

📖 Barash, D. P. and C. Webel (2009, 2nd edition): “The Meanings of Peace” in *Peace and Conflict Studies*. Thousand Oaks, Ca. (also New Delhi, India): Sage Publications, Chap.1, pp.3-12 (10 pp). **(Self-study)**

📖 Lawler, Peter (2008): “Peace Studies” in Paul D. Williams (ed.) (2008): *Security Studies: An Introduction*, UK: Routledge, pp. 73-88 (15pp). **(Self-study)**

📖 Richmond, Oliver P. (2016): “Peace in International Relations Theory” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 4, pp. 57-68 (11pp).

Optional reading:

📖 Van den Dungen, Peter and Lawrence S. Wittner (2003): “Peace History: An Introduction”, in *Journal of Peace Research*, Vol. 40, No.4 (2003), pp. 363-375 (14pp).

📖 Weber, Thomas (1999): “Gandhi, Deep Ecology, Peace Research and Buddhist Economics”, in *Journal of Peace Research*, Vol. 36, No. 3 (1999), pp. 349- 361 (13pp).

📖 Kumar Das, Samir (2014): “Changing Perspectives on Peace and Conflict Studies in South Asia” in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 2, pp. 23-43 (20 pp).

Lecture 2. Violence and Conflict

📖 Ellis, Donald G. (2006): “Group Conflict”, in *Transforming Conflict. Communication and Ethnopolitical Conflict*, Oxford: Rowman&Littlefield Publishers, Chap.1 (22pp). **(Self-study)**

📖 Galtung, Johan (1990): “Cultural Violence”, in *Journal of Peace Research*, Vol. 27, No. 3, pp. 291- 305 (15pp). **(Self-study)**

📖 Sen, Amartya (2008): “Violence, Identity and Poverty”, in *Journal of Peace Research*, Vol. 45, No.1, pp. 5-15 (11pp).

Optional reading:

📖 Miller, Stephen (1998): "A Note on the Banality of Evil", in *Wilson Quarterly*, Autumn 1998, pp. 54-59 (6pp).

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) (eds.): "Understanding Contemporary Conflict" in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 4, (36 pp)

Lecture 3. Traditional and Modern understandings of War

📖 Kaldor, Mary (2013): "In Defence of New Wars", in *Stability: International Journal of Security and Development*, 2 (1), pp. 1-16 (17pp).

📖 Newman, Edward (2004): "The 'New Wars' Debate: A Historical Perspective Is Needed", in *Journal of Peace Research*, Vol.35, No.2, pp.173-189 (17pp). **(Self-study)**

Lecture 4: Concept and Causes of Terrorism

📖 Koshy, Ninan (2002) *The War on Terror. Reordering the World*, New Delhi: LeftWord, pp 31- 42 (11pp).

📖 Richards, Anthony (2014): "Conceptualizing Terrorism", in *Studies in Conflict & Terrorism*, 37:3, pp.213-236, (14pp). **(Self-Study)**

Optional reading:

📖 Siddiqa, Ayesha (2006) "Terrorism in South Asia", in Muni, S.D. (2006): *Responding to Terrorism in South Asia*, Colombo: Manohar, pp 335- 359 (24pp).

Lecture 5. International Law and Human Rights

📖 Enabulele, A.O. (2010): "Humanitarian intervention and territorial sovereignty: the dilemma of two strange bedfellows", in *The International Journal of Human Rights*, Vol. 14, No.3, pp.407-424 (18pp).

📖 Suter, Keith (2007): "The third era of human rights: global accountability", in *Medicine, Conflict and Survival*, Vol.23:3, pp.213-227 (15pp). **(Self-Study)**

📖 Peterson, Jenny H. (2016): "Humanitarianism and Peace", in Richmond, Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 17, pp. 233-246 (13pp).

📖 Lambourne, Wendy (2016): "International Law: To End the Scourge of War...and to Build a Just Peace?", in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 18, pp.247-258 (11pp).

Optional reading:

📖 Singh, Ujjwal Kumar (2009): “Human Rights and Peace: An Introduction”, in Singh, Ujjwal Kumar (ed.) (2009): *Human Rights and Peace. Ideas, Laws, Institutions and Movements*, New Delhi: Sage Publications, (7pp).

📖 United Nations General Assembly Resolution 39/11 “Declaration on the Right of Peoples to Peace; Peace Declaration by the Director-General of UNESCO “The Human Right to Peace”, in Ujjwal Kumar Singh (ed.) (2009): *Human Rights and Peace. Ideas, Laws, Institutions and Movements*, New Delhi: Sage Publications, pp. 8-18 (10pp).

Lecture 6. Human Security

📖 Owen, Taylor (2010): “Human Security: A Contested Contempt”, in Burgess, J. Peter (ed.) (2010) *Routledge Handbook of New Security Studies*. Routledge: London. pp. 39-49 (11pp).

📖 Yadav, Ajay Kumar (2014): “Structural Violence and Human Security”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 7, pp. 122-139 (17 pp). **(Self-Study)**

Lecture 7. Gender Perspectives on Violence, War and Peace

📖 Cohn, Carol (2013): “Women and War: Towards a Conceptual Framework”, in Carol Cohn (2013) (ed). *Women and Wars: Contested Histories, Uncertain Futures*, Cambridge: Polity Press, pp. 1-35 (35pp) **(Self-Study)**

📖 Morton, Stephen (2003): “‘Third World’ women and western feminist thoughts”, in Morton, Stephen (2003): *Gayatri Chakravorty Spivak*, London: Routledge, Chap. 4, pp. 71-90 (20pp).

📖 Björkdahl, Annika and J.M. Selimovic (2016): Gender: The Missing Piece in the Puzzle, in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, pp.181-192 Chap. 13 (11pp).

Optional reading:

📖 Gierycz, Dorota (2001): “Women, Peace and the United Nations: Beyond Beijing”, in Skjelsbaek Inger and Dan Smith (eds.) (2001): *Gender, Peace & Conflict*, London: Sage Publications, pp. 14- 31, (18pp).

📖 Reardon, Betty (2000): “Sexism and the War System” in Barash, D. P. (2000): *Approaches to Peace*, Oxford: University Press, pp.250-257, (8 pp).

📖 Ayotte, Kevin J. and Mary E Husain (2005): “Securing Afghan Women: Neocolonialism, Epistemic Violence, and the Rhetoric of the Veil,” in *NWSA Journal*, vol. 17, no. 3, autumn, pp. 112-133 (22p).

Lecture 8. Peace Movements and Peace activism

📖 Carty, Victoria and Jake Onyett (2006): “Protest, Cyberactivism and New Social Movements: The Reemergence of the Peace Movement Post 9/11”, in *Social Movement Studies*, Vol. 5, No.3, pp. 229-249 (21pp).

📖 Kumar, Samrat Schmiem and Elida K. U. Jacobsen (2014): “Plurality of Peace, Non-Violence and Peace Works in India”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 5, pp. 82-102 (21 pp). **(Self-Study)**

📖 Darts, David (2004): “Visual Culture Jam: Art, Pedagogy, and Creative Resistance”, in *Studies in Art Education*, 45:4, pp.313-327 (15pp).

Optional reading:

📖 Young, Nigel (2000): “Peace Movements in History”, in Barash, D. P. (2000): *Approaches to Peace*, Oxford: University Press, pp.228-237 (10pp).

📖 Weber, Thomas (2004): “Johan Galtung – peace research moved beyond war”, in Thomas Weber (2004): *Gandhi as Disciple and Mentor*, Cambridge: University Press, Chap.10, pp. 203-217 (15 pp).

Lecture 9. Development, Ecology and Social Justice

📖 Barnett, John (2008): “Peace and Development: Towards a New Synthesis”, in *Journal of Peace Research*, Vol.45, No. 1, pp. 75-89 (15pp).

📖 Esteva, Gustavo (2001): “Development”, in Sachs, Wolfgang (ed.) (2001): *The Development Dictionary. A Guide to Knowledge as Power*, London: Zed Books Ltd, pp. 6-24 (19pp).

📖 Shiva, Vandana (2009): “Earth Democracy, Living Democracy”, in Rajesh Chakrabarti (ed.) (2009): *The Other India. Realities of an Emerging Power*, New Delhi: Sage Publications, pp. 123-143 (21pp).

📖 Hughes, Caroline (2016): “Peace and Development Studies”, in Oliver P. Richmond et.al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 10, pp. 139-153 (14pp) **(Self-Study)**.

Lecture 10. Culture of Peace and Non-Violence

📖 Moawad, Nazli (1996): “An Agenda for Peace and a culture of Peace”, in UNESCO (1996): *From a culture of violence to a culture of peace*, Paris: UNESCO Publishing, pp. 177-193 (17pp). **(Self-study)**

📖 Mayton, Daniel M. (2009): “Recent History of Nonviolent Responses to Conflict”, in *Nonviolence and Peace Psychology. Intrapersonal and Interpersonal, Societal and World Peace*, London: Springer, Ch. 3, pp.11-30 (20pp). **(Self-study)**

📖 Kumar, Samrat Schmiem and Elida K.U. Jacobsen (2016): “Cultures of Peace in India: Local visions, global values and possibilities for social change”, in *Peaceworks. An Interdisciplinary Journal*, Vol. 6. (1), pp.1-13 (13pp).

📖 Gentry, Carone E. (2016): “Religion: Peace through Non-Violence in Four Religious Traditions” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 12, pp. 168-180 (12pp).

Optional reading

📖 Ahmad, Malik Hammad (2014) “Quest for Peace and Justice in Pakistan: Lawyers’ Non-Violent Resistance”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 9, pp. 160-176 (16 pp.)

Lecture 11. Post-colonial and Indigenous Perspectives on Peace

📖 Jabri, Vivienne (2016): “Post-Colonialism: A Post-Colonial Perspective on Peacebuilding”, in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 11, pp.154-167 (13pp).

📖 Brigg, Morgan and Polly O. Walker (2016): “Indegeneity and Peace” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 19, pp.259-271 (12pp).

Optional reading:

📖 Chaturvedi, Vinayak (2007): “A Critical Theory of Subalternity: Rethinking Class in Indian Historiography”, in pp. 9-27 (19pp).

Lecture 12. Media and Peace Journalism

📖 Perez de Fransius, Marianne (2014): “Peace journalism case study: US media coverage of the Iraq War, in *Journalism*, Vol. 15(1), pp.72–88 (pp.17).

📖 Steien, Solveig (2008): “‘Almost at War’”. The Mohammed Cartoon Crisis in Norwegian Media, in *Conflict & Communication Online*, Vol. 7, No. 1, 2008, pp.1-14 (14pp).

Lecture Series 3 – Peace and Conflict in South Asia

Lecturer: Prof. Priyanka Upadhyaya and Prof. Anjoo Sharan Upadhyaya

Lecture 1. Post-colonial South Asia

📖 Mukherjee, Aditya (1991) “Colonialism and Communalism”, in Gopal, S (ed.) (1991): *Anatomy of a Confrontation. The Babri Masjid-Ram Janmabhumi Issue*, Calcutta: Penguin Books, pp. 164-176 (13pp).

📖 Talbot, Ian (2010) “India and Pakistan,” in Paul R. Brass (ed.), *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. New York: Routledge, pp. 27-40 (14pp).

📖 Kaviraj, Sudipta (2009): “The Post-Colonial State. The Special Case of India”, in: *Critical encounters*, available at: <https://criticalencounters.net/2009/01/19/the-post-colonial-state-sudipta-kaviraj/>, retrieved on 22.04.2017, (17pp).

Optional reading:

📖 Bose, Sugata and Ayesha Jalal (eds.) (1998) *Modern South Asia. History, Culture, Political Economy*, New Delhi: Oxford University Press, pp. 165-189 (24pp).

Lecture 2. Communal Violence and the State: India and Pakistan

📖 Sengupta, Roshni (2005): “Communal Violence in India: Perspectives on Causative Factors”, in *Economic and Political Weekly*, Vol.40, No. 20, pp.2046-2050 (5pp).

📖 Talbot, Ian (2005) “Understanding Religious Violence in Contemporary Pakistan, Themes and Theories”, in Kaur, Ravinder (ed.) (2005): *Religion, Violence and Political Mobilisation in South Asia*, New Delhi: Sage Publications, pp. 145- 164) (19pp).

📖 Varshney, Ashutosh and Joshua Gubler (2012) “Sparks and Fires: The State and Civil Society in Communal Violence,” in Atul Kohli and Perna Singh, (eds.), *Routledge Handbook of Indian Politics*. pp. 155–166 (12pp).

📖 Pandey, Gyanendra (1992): “In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today”, in *Representations*, No. 37, Special Issue: *Imperial Fantasies and Postcolonial Histories* (Winter, 1992), pp. 27-55 (29pp).

Optional reading:

📖 Ahmed, Sara (2004): “Sustaining Peace, Re-Building Livelihoods: The Gujarat Harmony Project, in *Gender and Development*, Vol. 12, No. 3, pp.94-102 (9pp).

📖 Prakash, Cederic F. (2009): "Justice for Peace – Challenges from Gujarat", in Rajesh Chakrabarti (ed.) (2009): *The Other India. Realities of an Emerging Power*, New Delhi: Sage Publications, pp.110-119 (10pp).

Lecture 3. Democracy and Inequality in India

📖 Guha, Ramachandra (2007) "Adivasis, Naxalites and Indian Democracy", in *Economic and Political Weekly*, August 2007, pp 3305- 3312 (8pp).

📖 Narayan, Badri (2009): "Shattered Dreams: The Longing for "Post Independent India"", in *Asian Studies Review*, Vol.33:4, pp. 443-453 (11pp).

📖 Sooryamoorthy, Radhamany (2008): "Untouchability in Modern India", in *International Sociology*, Vol. 23(2), pp.283-293 (11pp).

📖 Varshney, Ashutosh (2008), "Is India Becoming More Democratic?", in Banerjee-Dube, Ishita (ed.) (2008): *Caste in History*, New Delhi: Oxford University Press, pp. 215-231 (17pp).

📖 Gorringe, Hugo (2008): "The caste of the nation: Untouchability and citizenship in South India", in *Contributions to Indian Sociology* (n.s.) 42, (1) pp. 123–49, (27pp).

Optional reading:

📖 Jacob, T. G. and P. Bandhu (2002): *Reflections on the Caste Question: The Dalit Situation in South India*, Bangalore: NESAI, pp 34-68 (35pp).

Lecture 4. The Role and Impact of 'International Community' in Conflict and Resolution of Conflict: Afghanistan

📖 Suhrke, Astri (2007): "Reconstruction as Modernisation: The 'Post-Conflict' Project in Afghanistan", in *Third World Quarterly*, Vol.28, No.7, pp.1291-1308 (18pp).

📖 Hirst, Chrissie (2011): "How Has "The Liberal Peace" Served Afghanistan?" in, *Journal of Conflict Transformation & Security*, Vol. 1, No. 2, pp. 11-24 (14pp).

Optional reading:

📖 Goodhand, Jonathan (2002) "Aiding Violence or Building Peace? The Role of International Aid in Afghanistan", in *Third World Quarterly*, Vol. 23, No. 5, pp. 837- 859 (22pp).

Lecture 5. Conflict Dynamics and Reconstruction: Sri Lanka

📖 Moolakkattu, John Stephen (2005) "Peace Facilitation by Small States: Norway in Sri Lanka", in *Cooperation and Conflict 2005*, Vol. 40, (18pp).

📖 Orjuela, Camilla (2010): "Understanding power and change in the context of armed conflict and post-war reconstruction", in *Power and politics in the shadow of Sri Lanka's armed conflict*, Ch.1, pp.9-28 (20pp).

📖 Liyanage, Sumanasiri and Thilanka Silva (2014): “Post-Armed Trajectories in Sri Lanka” in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 11, pp. 200- 220 (20 pp.)

Optional reading:

📖 Goodhand, Jonathan and Bart Klem (2005) *Aid, Conflict and Peacebuilding in Sri Lanka 2000- 2005*, Colombo: Asia Foundation, pp. 23- 64 (pp 31).

📖 Bouffard, Sonia and David Carment (2006) “The Sri Lanka Peace Process: A Critical Review”, in *Journal of South Asian Development*, Vol. 1, No. 2, pp. 151- 177 (26pp).

Lecture 6. Peace Processes: Nepal and the role of women

📖 Bhatta, Chandra D. (2014): “Antinomies of Democracy and Peace in Nepal”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 10, pp.140- 159 (19 pp.)

📖 Thapa, Ganga Bahadur (2008) “From Authoritarianism to Democracy”, in Behera Chadha, Navnita (ed.) (2008): *International Relations in South Asia. Search for an Alternative Paradigm*, New Delhi: Sage Publications, pp. 152-176, (25pp).

📖 Upadhyaya, Anjoo Sharan (2014): “Women and the Peace Process in Nepal”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 8, pp.140- 159 (19 pp.)

Lecture 7. The India-Pakistan Conflict on Kashmir

📖 Bose, Sumantra (2005): “Kashmir at the Crossroads: Problems and Possibilities”, in Samir Kumar Das (ed.) (2005): *Peace Processes and Peace Accords*, New Delhi: Sage Publications, pp.142-171 (30pp).

📖 Bose, Sumantra (2010). “The Kashmir Conflict in the early 21st century,” in Sanjib Baruah (ed.), *Ethnonationalism in India: A Reader*. New Delhi: Oxford University Press, pp. 200-236 (36pp).

Optional reading:

📖 Bose, Tapan K. (2004): “Building Peace in Kashmir”, in Samaddar, Ranabir (ed.) (2004): *Peace Studies. An Introduction to the Concept, Scope, and Themes*, New Delhi: Sage Publications, pp.323-338 (16pp).

Lecture 8. Nuclear Weapons and the Nuclearization of South Asia

📖 Bajpai, Kanti (2004): “The Indian Nuclear Debate”, in Samaddar, Ranabir (ed.) (2004): *Peace Studies. An Introduction to the Concept, Scope, and Themes*, New Delhi: Sage Publications, pp.339-367 (29pp).

📖 Ganguly, Sumit and R. Harrison Wagner (2004): “India and Pakistan: Bargaining in the Shadow of Nuclear War”, in *Journal of Strategic Studies*, Vol. 27:3, pp. 479-507 (29pp).

Optional reading:

📖 Ganguly, Sumit (2008): “War, Nuclear Weapons, and Crisis Stability in South Asia”, in *Security Studies*, Vol. 17:1, pp.164-184 (19pp).

Lecture 9. Environmentalism and forced Migration in South Asia

📖 Khan, Irene (2004) “Protecting the Rights of Refugees”, in Samaddar, Ranabir (ed.) (2004): *Peace Studies. An Introduction to the Concept, Scope, and Themes*, New Delhi: Sage Publications, pp.190-205 (15pp).

📖 Manchanda, Rita (2004): “Gender Conflict and Displacement: Contesting ‘Infantilisation’ of Forced Migrant Women”, in *Economic and Political Weekly*, Vol.39, No.37, pp.4179-4186 (8pp).

📖 Khattak, Saba Gul (2005): “In/Security: Afghan Women Refugees,” in Faizal, Farah and Swarna Rajagopalan (eds.) (2005): *Women, Security, South Asia: A Clearing in the Thicket*, New Delhi: Sage Publications, pp.112-133 (21 pp).

📖 Islam, Md. Rafiqul (2014): “Environmental Security and Conflict in Bangladesh: Nature, Complexities and Policies”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 12, pp. 221-236 (15 pp.)

Optional reading:

📖 Mehdi, Syed Sikander (2007) “Pakistan: Conflict, Migration and Peace”, in *asteriskos* (2007) 3/4, pp. 55-84 (30pp).

Lecture 10. Peace in South Asia

📖 Krampe, Florian and Ashok Swain (2016): “Human Development and Minority Empowerment: Exploring Regional Perspectives on Peace in South Asia” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 27, pp. 363-375 (12pp).
(Self-study).

📖 Upadhyaya, Priyankar (2014): “Peace Pedagogies in South Asia. Interreligious Understanding”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap. 3, pp. 44-62 (16 pp.)

Optional:

📖 Bose, Anima (1981): “A Gandhian Perspective on Peace”, in *Journal of Peace Research*, Vol. 18, No.2, pp. 159- 164 (5pp).

Lecture Series 4: Conflict Resolution and Peacebuilding

Lecturer: Jenn Weidman

Lecture 1. Conflict Resolution and Conflict Transformation: Definitions, Foundations and Theoretical Approaches

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Introduction to Conflict Resolution: Concepts and Definitions” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 1, (35pp). **(Self-study)**

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Conflict Resolution: Origins, Foundations and Developments of the Field” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 2, (30 pp).

📖 Kolås, Åshild (2014): “Conflict Resolution and Peacebuilding: Ideas, Approaches and Debates”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap.1, pp.1-22, (22pp).

Optional reading:

📖 Miall, Hugh (2004) “Conflict Transformation: A Multi-Dimensional Task”, in Alex Austin, Martina Fisher and Norbert Ropers (eds.) (2004): *Transforming Ethnopolitical Conflict: The Berghof Handbook*. Wiesbaden: VS Verlag für Sozialwissenschaften/GWV Fachverlage GmbH, pp. 67-89 (23pp).

Lecture 2. Instruments of Conflict Resolution and Conflict Transformation

📖 Reimann, Cordula, (2004) “Assessing the State-of-the-Art in Conflict Transformation”, in Alex Austin; Martina Fisher and Norbert Ropers (eds.) (2004): *Transforming Ethnopolitical Conflict: The Berghof Handbook*. Wiesbaden: VS Verlag für Sozialwissenschaften/GWV Fachverlage GmbH., pp. 42-66 (24pp).

📖 Lederach John Paul (2008): „Structure: Lense for the big picture“ in: *Building Peace*, United States Institute of Peace, pp. 37-61 (24pp)

Lecture 3. Conflict Resolution in International Armed Conflicts: Peace Through Mediation?

📖 Touval, Saadia and I. William Zartman (2001) ‘International Mediation in the Post-Cold War Era’ in Crocker, Chester, A., Fen Osler Hampson and Pamela Aall (eds.) (2001): *Turbulent Peace: The Challenges of Managing International Conflict*, Washington DC: United States Institute of Peace, Chap. 26, pp. 427-443 (16 pp).

📖 Mitchell, Christopher (2003) “Mediation and the ending of Conflicts” in Darby, John and Roger MacGinty (eds.) (2003) *Contemporary Peacemaking. Conflict, Violence and Peace Processes*, Great Britain: Palgrave MacMillan, pp. 77-85 (8pp).

📖 Rubin, Barnett R. and Bruce D. Jones (2007): “Prevention of Violent Conflict: Tasks and Challenges for the United Nations”, in *Global Governance*, Vol.13, pp. 391-408 (18pp).

Lecture 4. Conflict Resolution in Intrastate Conflicts and ‘Low intensity conflicts’

📖 Shahadevan, P. (2006) “Negotiating Peace in Ethnic Wars”, in *International Studies*, Vol. 3, No. 3 (2006), pp. 239- 266 (27pp).

📖 Uyangoda, Jayadeva (2005): “Negotiation in Intrastate Conflicts”, in Uyangoda, Jayadeva (ed.) (2005) *Conflict, Conflict Resolution and Peace Building*, University of Colombo: GTZ Sri Lanka, pp. 48- 75 (27 pp).

Lecture 5. The Role of the UN and Int. Community in Conflict Resolution

📖 Acharya, Amitav (2009):” Conclusion: Asian Norms and Practices in UN Peace Operations”, in Cabellero-Anthony, Meli and Amitav Acharya (2009) (eds.): *UN Peace Operations and Asian Security*, London:Routledge, pp. 122-125 (4pp).

📖 Barnett, Michael N (2013): “Humanitarian Governance”, in *Annual Review of Political Science*, Vol. 16: pp. 379-398 (20pp).

Lecture 6. Gender in Conflict Resolution

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) “Gender in Conflict Resolution” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 13, (15 pp).

📖 Manchanda, Rita (2001) “Where are the Women in South Asian Conflicts?”, in Manchanda, Rita (ed.) (2001) *Women, War and Peace in South Asia. Beyond Victimhood to Agency*, India: SAGE Publications, pp. 9-41 (32 pp). **(Self-study)**

📖 Pankhurst, Donna (2003) “The ‘Sex War’ and Other Wars: Towards a Feminist Approach to Peace Building”, in *Development in Practice*, Vol. 13, No. 2/3 (May), pp. 154-177 (23pp).

📖 UN Security Council, *Security Council resolution 1325 (2000) [on women and peace and security]*, 31 October 2000, S/RES/1325 (2000), available at: <http://www.refworld.org/docid/3b00f4672e.html> (accessed 13 May 2015), (4pp)

Optional reading:

📖 UN Security Council, *Security Council resolution 1820 (2008) [on acts of sexual violence against civilians in armed conflicts]*, 19 June 2008, S/RES/1820 (2008), available at: <http://www.refworld.org/docid/485bbca72.html> (accessed 13 May 2015)

Lecture 7. Culture in Conflict Resolution and Conflict Transformation

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) “Culture, Religion and Conflict Resolution” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 15, (16 pp).

📖 Doudet, Veronique (2008) “Nonviolent Resistance and Conflict Transformation in Power Asymmetries”, in Fischer, Martina, Hans J. Gießmann and Beatrix Schmelzle (eds.) (2008): *Berghof Handbook for Conflict Transformation*, Berlin: Berghof Research Center for Constructive Conflict Management, http://www.berghof-handbook.net/uploads/download/dudouet_handbook.pdf, retrieved 06.04.2009, (27pp).

📖 Lederach John Paul (2005): „On Simplicity and Complexity Finding the Essence of Peacebuilding“ in: *The moral Imagination*, Oxford University Press, pp. 31-40 (9pp)

Lecture 8. Peacebuilding: A critical Introduction

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Peacebuilding” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 9, (16 pp). **(Self-Study)**

📖 MacGinty, Roger (2006) “Liberal Democratic Peace” in *No War, No Peace. The Rejuvenation of Stalled Peace Processes and Peace Accords*, New York: Palgrave Macmillan, Chap.2, (25pp).

📖 Lidén, Kristoffer et al. (2009) “Introduction: Beyond Northern Epistemologies of Peace: Peacebuilding Reconstructed?”, in *International Peacekeeping*, 16:5, pp 587-598 (12pp).

Lecture 9. Peacebuilding: The Challenge of Rebuilding

📖 Suhrke, Astri et al. (2002): “After Bonn: Conflictual Peace Building”, in *Third World Quarterly*, Vol. 23, No 5, pp. 875- 891 (16pp).

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Reconciliation” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 10 (25pp).

📖 Harrowell Elle and Oezerdem A. (2018): “The politics of the post-conflict and post-disaster nexus in Nepal” in *Conflict, Security and Development*, Vol.18, No.3, pp.181-205 (26pp).

Optional reading:

📖 Orjuela, Camilla (2003): “Building Peace in Sri Lanka: a Role for Civil Society?”, in *Journal of Peace Research*, Vol. 40, No. 2, pp. 195- 212 (17pp).

Lecture 10. Peacebuilding: Looking beyond and investigating local agency

📖 Mac Ginty, Roger and Oliver P. Richmond (2013): “The Local Turn in Peace Building: a critical agenda for peace,” in *Third World Quarterly*, Vol 34 (4), pp. 763-783 (21pp).

📖 Richmond, Oliver P. (2010): “Resistance and the Post-Liberal Peace”, *Millennium*, Vol. 38, No.3, pp. 665-692 (28pp)

Optional reading:

Vogel, Birte (2016): “Civil Society Capture: Top-down Interventions from Below?” in, *Journal of Intervention and Statebuilding*, Vol. 10(4), pp. 1-18 (19pp).

Research Methodology

Seminar leader: Mira Kinn

These seminars are on research theory and methodology and paper writing.

Literature:

📖 Cooper Robin and Laura Finley (eds.) (2014): *Peace and Conflict Studies Research. A Qualitative Perspective*, Charlotte NC: Information Age Publishing, INC., chapters 1, 2, 5-10 (171pp).

NOTE: Lecture plan and readings may be subject to some changes!

5. Staff



Sati Nunziati

Field Manager

E-mail: sati@kulturstudier.org

Sati has an artistic background from attending the Fine Arts Academy in Florence, Italy. She has travelled and worked in India as a volunteer. Sati has been working with Kulturstudier since 2019.



Mira Kinn

Seminar leader

E-mail: mira@kulturstudier.org

Mira Kinn is working as a Seminar Leader for Kulturstudier since 2018. Her interest in Peace and Conflict Studies stems from her education and traveling. She graduated in International Studies from Leiden University and did her postgraduate from University Pompeu Fabra (Barcelona) in International Studies on Media, Power, and Difference. Her dissertations dealt with the intricate relationship between media and democracy in Latin America, by reflecting on violence against journalists. She is currently a research associate at the University of Pompeu Fabra's project THINKClima, which studies climate change denial in Europe by European think tanks.

Mira will hold seminars and also teach the lectures on methodology and academic paper writing.



Elida K.U. Jacobsen

Academic Coordinator

E-mail: elida@kulturstudier.org

Dr. Elida K.U. Jacobsen has been working for Kulturstudier since 2007 as Academic Coordinator. She has been working within peace research for over a decade, and is currently an external associate of the Peace Research Institute in Oslo (PRIO). Elida has spent several years working and living in South Asia. Her current research focus is on non-violence and peace traditions in Europe and India.

Elida will assess the short papers and give tutorials on the group papers.



Astrid Engl, MMA

Introduction to Peace and Conflict Studies (week 1 and 2)

Astrid Engl studied Philosophy and Educational Science at the University of Innsbruck (Austria) and at the Universidad de Valladolid (Spain). She completed the Master of Peace and Security Studies at the IFSH (Institute for Peace Research and Security Policy, University of Hamburg) and at the PRIF (Peace Research Institute, Frankfurt am Main).

Currently she holds a PhD position at the Institute for Psychosocial Intervention and Communication (University of Innsbruck) where she investigates as scientific associate in the field of research of Conflict-Trauma-Violence. Her thesis focuses on processes of subjectivation in political resistance. She also concluded study in psychoanalysis and works now as psychoanalyst/psychotherapist in training under supervision.

Astrid will hold the second series of lectures - 'Introduction to Peace and Conflict Studies'



Priyankar Upadhyaya

Introduction to South Asia, Peace and Conflict in South Asia (week 3 and 4)

Professor Priyankar Upadhyaya currently serves as the UNESCO Chair Professor for Peace and Intercultural Understanding at the Banaras Hindu University. He also heads the Malaviya Centre for Peace Research, one of the prestigious Centre of Peace and Conflict Studies in India. He has taught international relations and peace studies for over three decades. He has contributed as a Resource Person for UN University of Peace and at the Henry L Stimson Center, Washington DC. More recently he has served as the ICCR Chair of Indian Studies at Dublin City University. In 2017, he has been appointed as a PRIO Global Fellow.

Priyankar will hold the third series of lectures - 'Peace and Conflict in South Asia'



Anjoo Sharan Upadhyaya

Introduction to South Asia, Peace and Conflict in South Asia (week 3 and 4)

Professor Anjoo Sharan Upadhyaya is Professor in the Department of Political Science in Banaras Hindu University, India. She has also obtained an International Diploma in Conflict Resolution from Uppsala University, Sweden. Apart from teaching, she has served as Director, Institute of Conflict Resolution and Ethnicity (INCORE), UU/The United Nations University, NI, U.K. (2001-02), and has been the Director Centre for the Study of Nepal, Banaras Hindu University since 2006. She has published extensively both nationally and internationally on themes related to issues of self-determination, ethnicity, conflict, federalism, gender and development.

Anjoo will co-lecture the third series of lectures - 'Peace and Conflict in South Asia'



Jenn Weidman

**Conflict Resolution and Peacebuilding
(week 5 and 6)**

Jenn Weidman is founder and CEO of Space Bangkok, a social enterprise that promotes resilience and innovation by incorporating reflective elements in leadership development, facilitation, peacebuilding, capacity building, and other work. She is a facilitation, training, and peacebuilding professional with over 17 years' experience working on peace and capacity building programs in Thailand and Southeast Asia.

Jenn spent ten years establishing and leading the Rotary Peace Center at Chulalongkorn University as the deputy director. Over these ten years she led 15 cohorts of Rotary Peace Fellows on their journey of development and discovery, leading, teaching, and holding together teams of Rotary Peace Fellows through the 3-month intensive program.

An anthropologist by training, she is fluent in Thai and has lived in Thailand on and off for 25 years. She is a Southeast Asia specialist finding herself immersed in dialogue around many Southeast Asia conflicts.

Jenn will hold the fourth series of lectures – 'Conflict Resolution and Peacebuilding'

6. Guidance on writing essays

Three written papers are required for the completion of the course. These are the short paper, the group paper and the home exam essay. The papers should demonstrate the following:

- reading and understanding of the course literature and other relevant information;
- critical reflection upon the topics in question; and
- familiarity with the standards of academic writing.

Original contributions to research are not expected of the students. The following are basic guidelines that should be followed when writing papers and essays. These guidelines are in accordance with normal standards for University/College assignments.

1. Define the topic, approach and structure in the introduction

Whether writing a short paper, a group paper or a home exam essay, the paper must have an introduction. Here the topic(s) are first presented. Following this, the question(s) related to the topic(s) are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined on how the paper will answer the certain question/s. This structure must be simple and logical, normally resting on three building blocks:

- a introductory part;
- a main part (consisting of various sub-chapters/sections, especially in longer papers such as the group paper) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction; and
- a concluding part which summarises the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper.

While the above points relate to all three types of written papers, a few comments need to be added that differentiate the short paper and the home exam essay from the group paper. As for the short paper (linked to Part 1 of the course) and the home exam essay, a certain topic or question is provided (see above). In these cases, students should be careful at the beginning of writing to make clear how the topic/question is being interpreted and how it will be discussed. In the case of the group paper, where the group define the topic/s, the seminar leaders' approval must be sought for the topic/s, literature list and disposition. The deadline for approval is **September 7**.

The seminar leader is available for advice during the writing of the self-study paper and the group exam. It is advisable to make use of this opportunity. You can receive no guidance during the home-exam.

2. Organise the essay with a good structure

The paper's quality and readability depend on how the material is presented and discussed systematically. There is no standard way of doing this. What is important is to give reasons in the text for why various elements of the material are grouped together. Each time a new idea is introduced, remember to ask: Is it clear to the reader (and

yourself) why this idea/example is being introduced here? If the answer is not a clear “yes”, the text needs revising.

3. Discuss and conclude the results

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is *discussed* (the views/theoretical approaches and empirical examples) in relation to the topic/s and question/s raised in the introduction. For the group paper, it is important to discuss the theory and what you learnt in relation to your group topic and the questions you pose in the paper. If you have used original research you should discuss the findings of your limited research (interviews, questionnaire, visits to institutions).

For all papers, you need to include a summary at the beginning, where you bring your various points together and draw some tentative conclusions based on the discussion in the paper.

4. Write clearly and with adequate references

While academic writing demands a formal style, this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various phrases of a section, between the various sections of a chapter, and between the various chapters of the paper/essay. To obtain this, it is often helpful to begin each chapter, and sometimes even a section, by briefly stating what is about to be said, and how it relates to what has already been said. This might have the consequence of repeating things that have been said in the introduction, but, as long as not exaggerated, such repetition can be very helpful to the reader. Furthermore, it is very important that your papers have adequate and correct citing and references. It is always better to cite more than less!

5. Get the technicalities right

Oslo Metropolitan University uses APA style for referencing, however you can also use other citation styles, as long as your entire paper is written in the same style. Below are some clarifications for your referencing in APA style, you can also find more details for citing reports and internet sources on the OsloMet website, or in English on the website of NTNU: <https://www.ntnu.edu/viko/apa-examples>.

- References in the text

There must be references in the text immediately after quotations, and after sentences that refer to specific ideas or views from particular sources. These references are to be written in parentheses in the appropriate place in the text (after the point you are referring to). It should simply consist of the author's surname/other source's name followed by the publishing year. The page number should also be included for direct quotations and statistics.

Examples:

Many writers suggest that development should include reducing poverty (Smith, 2008).

“Development must include tackling poverty” (Smith, 2008, p. 22).

- List/s of sources - Literature

All sources referred to in the text should be presented in full length in separate list/s at the back of the document. The first list, which can be called “Literature”, should contain the full literature-references organised in alphabetical order. Each reference should have the following format:

📖 Surname, Initial(s). (Year). *Book title in italics* (Edition - if available). Place: Publisher.

Example:

📖 Kaldor, Mary (1998). *New & Old Wars. Organized violence in a Global Era*, New Delhi: Natraj Publishers.

If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

📖 Surname author, Initial(s). (Year). Title of chapter. In Initial(s) Surname editor (Ed.), *Book title in italics* (Edition - if available, page). Place: Publisher.

Example:

📖 Ball, Nicole (2001). The Challenge of Rebuilding War-Torn Societies. In Crocker, Chester, A., Fen Osler Hampson and Pamela Aall (eds.) (2001) *Turbulent Peace: The Challenges of Managing International Conflict*. Washington DC: United States Institute of Peace.

If the article is from a journal, the reference in the literature list should have the following format:

📖 Surname, Initial(s). (Year). Article title. *Title of journal in italics, volume in italics* (number), page. doi – if available

Example:

📖 Orjuela, Camilla. (2003). Building Peace in Sri Lanka: a Role for Civil Society? *Journal of Peace Research*, 40(2),195- 212.


If you download a text from Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address in parenthesis. If you use information from the internet which is frequently updated (newspapers, magazines etc.), the date when downloaded should be included.

- Other sources

Other types of sources, like lectures, conversations or information from web-sites that has not been published in printed form, should also be included in the reference list. As for unpublished Internet-information, references should include the Internet-address and date of downloading:

📖 Surname, Initial(s). (Year). Title. Retrieved from <http://...>

Example:

 Fugelsnes, E. (2004). Oppvarmet støv kan gi økte helseplager. Retrieved from <http://www.forskning.no/Artikler/2004/mars/1079517069.32>

For an individual page on a Web site, please list the author or alias if known, followed by the information covered above for entire Web sites. Make sure the URL points to the exact page you are referring to, or the entry or home page for a collection of pages you're referring to.

Remember to be very careful in your choice of Internet sources. Although being informative, Wikipedia is for instance an un-authoritative source that should not be used as a regular encyclopaedia or dictionary.

Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources.

- Format

The essays must be written in the following format:

Times New Roman, 12 points, space 1.5 between lines

Margins: 3.0 (both left and right).

This gives app. 400 words on one page.

Note! Remember to paginate the text (i.e. number the pages).

Finally, stick to the stated length of the various written products:

The short paper; 1800 words (+/- 10%, which equals to 4-5 pages)

The group paper; 9000 words (+/- 10%, which equals to 20-25 pages)

The home exam essay; 4400 words (+/- 10%, which equals to 10-12 pages).

6. Follow the Criteria for Group papers and Home Exams:

1) The paper should reflect an understanding of content from all three modules of the course; Introduction to Peace and Conflict Studies, Peace and Conflict in South Asia, and Conflict Resolution and Peacebuilding.

2) The student(s) should primarily refer to course literature (i.e. show that they have understood and are able to use the readings) and show an understanding of the educational goals of the course.

- 3) Students should demonstrate familiarity with the standards of academic writing (see also Study Guide and Course Description). In short, these standards include issues such as logical structure of the paper, a clear structure of single arguments (statements, explanations, examples), accurate and adequate referencing, quotations embedded in the text supporting arguments, explanations in student(s) own words after longer quotes, a clear and concise introduction presenting the research (or exam) question and structure of the paper as well as a conclusion summarizing the main points of the paper.
- 4) With regards to Group papers, the papers should have a concise and answerable research question/hypothesis. The question and the intention of the paper must be clearly formulated and realistic. They have to show that they have used external literature (200 pages). Both with regards to the group paper and to individual exams, students will be assessed by their ability to discuss coherently and structured the research/exam question.
- 5) The student(s) should demonstrate a critical reflection upon the topics in question and ability to discuss the topics, using theory and empirical examples from the course. A mere descriptive paper is not sufficient.
- 6) The student should present accurate and adequate academic referencing according to criteria laid out in the Study Guide.
- 7) Plagiarism is not accepted, and students who plagiarize will fail the exam.

7. Internet Resources

Peace and Conflict Issues - General

- ☞ <http://www.un.org/en/peace/>
UN bodies, documents and other on peace and security issues
- ☞ <http://www.un.org/Docs/SG/agpeace.html>
An Agenda for Peace (1992): Important UN report on Preventive diplomacy, peacemaking and peace-keeping.
- ☞ <http://www.un.org/peace/peacebuilding/>
The UN Peacebuilding Commission
- ☞ <http://www.transcend.org>
Transcend Peace network, directed by Johan Galtung. Information and articles on conflict transformation, peace and more.
- ☞ http://www.un.org/events/res_1325e.pdf
Security Council Resolution 1325 (2000) on women in conflict (gender issues).
- ☞ <http://www.berghof-handbook.net/>
The Berghof handbook for Conflict Transformation
- ☞ <http://www.un.org/Docs/sc/>
UN Security Council. Here you can find reports, statements and resolutions on Peace, security and conflict issues.
- ☞ <http://www.amnesty.org/>
Amnesty International: This site provides a wealth of information, documents and downloadable reports on various human rights issues.
- ☞ <http://www.unesco.org/unescdi/index.php/eng/accueil/>
UNESCO Documentary Resources: All documentary resources produced by UNESCO are available from this access point in the organizations' domains of competence, such as education, natural sciences, culture, social and human sciences, communication and information.
- ☞ <http://www.focusweb.org>
Focus on the Global South: *This is a Bangkok-based NGO-network on trade, debt and globalisation with a focus on Asia/the Pacific, which is one of the most influential resource-centres in the South.*
- ☞ <http://www.oneworld.net>
The One World-network: This is the most used and accessible net-cite for information on North/South-issues.
- ☞ <http://www.twinside.org.sg>
Third World Network: This is one of the most important net-cites for comments and analyses from a radical South-perspective.

- 🔗 <http://www.opendemocracy.net>
Open Democracy: This is an online global magazine of politics and culture.

Peace and Conflict Issues - Nepal:

- 🔗 <http://asiapacific.unwomen.org/en/countries/nepal>
UN Women Asia and the Pacific
- 🔗 <http://www.np.undp.org>
United Nations Development Program Nepal
- 🔗 <http://www.fesnepal.org>
Friedrich-Ebert-Stiftung or FES was founded in 1925 as a political legacy of Germany's first democratically elected president, Friedrich Ebert. It has offices in 105 countries working for social justice and democracy. FES was established in Nepal in 1995.
- 🔗 <http://dcpds-tu.edu.np>
Department of Conflict, Peace and Development Studies, (DCPD), Tribhuvan University. DCPD one of the leading peace institutes in South Asia with an international outreach.

Peace and Conflict Issues - India:

- 🔗 <http://www.unicef.org/india>
UNICEF in India: Here you can find articles on e.g. education, health, sanitation, children in need of special protection etc.
- 🔗 <http://www.ipcs.org>
Institute of Peace and Conflict Studies
Founded in 1996 as an independent think tank the Institute of Peace and Conflict Studies (IPCS) is one of the premier research institutes and think tanks on South Asia.
- 🔗 <http://www.mcpr-bhu.org/>
The Malaviya Centre for Peace Research (MCPR). An interdisciplinary centre of the Faculty of Social Sciences at the Banaras Hindu University.
- 🔗 <http://www.mcrp.ac.in/>
Mahanirban Calcutta Research Group. A forum on topic such as human rights, gender issues, issues of forced displacement and migration, peace and conflict resolution and border-conflicts.
- 🔗 <http://www.narmada.org/>
Friends of river Narmada: The coalition is a solidarity network for the Narmada Bachao Andolan (Save the Narmada Movement) and other similar grassroots struggles in India

News and Media – India and South Asia

- 🔗 <http://www.thehindu.com>
The Hindu Newspaper
- 🔗 <http://timesofindia.indiatimes.com/>
The Times of India
- 🔗 <https://thehimalayantimes.com>
The Himalayan Times, Nepal's largest newspaper
- 🔗 <http://www.atimes.com>
Asia Times Online. Coverage of news and politics in the region and globally.

Selected List of Peace and Conflict Studies Centres and Programmes Worldwide

- * [Abteilung Internationale Beziehungen/Friedens- und Konfliktforschung / Universität Tübingen](#)
- * [AFES-Arbeitsgruppe Friedensforschung und Europäische Sicherheitspolitik](#)
- * [Arbeitsgemeinschaft für Friedens- und Konfliktforschung \(AFK\)](#)
- * [Arbeitsgemeinschaft Kriegsursachenforschung / Universität Hamburg \(AKUF\)](#)
- * [Bonn International Center for Conversion \(BICC\)](#)
- * [Center for Conflict Resolution at Salisbury University \(Maryland/USA\)](#)
- * [Center for Dialogue / La Trobe University](#)
- * [Center for Justice and Peace Building / Eastern Mennonite University](#)
- * [Center for Peace and Conflict Studies / Wayne State University](#)
- * [Executive Master in Intercultural Communication / University of Lugano](#)
- * [Heidelberger Institut für Internationale Konfliktforschung / Universität Heidelberg \(HIK\)](#)
- * [Hessische Stiftung Friedens- und Konfliktforschung Frankfurt am Main \(HSFK\)](#)
- * [Hiroshima Shudo University](#)
- * [Hoover Institution on War, Revolution and Peace / Stanford University](#)
- * [Horizont 3000, Vienna](#)
- * [Institute for Conflict Analysis and Resolution / George Mason University \(ICAR\)](#)
- * [Institut für Internationale Entwicklung an der Universität Wien](#)
- * [Institute of War and Peace Studies / Columbia University \(IWPS\)](#)
- * [Institut für Frieden und Demokratie der Fernuniversität Hagen - Interdisziplinäres Weiterbildungsstudium](#)
- * [Institut für Friedensforschung und Sicherheitspolitik / Universität Hamburg \(IFSH\)](#)
- * [Interfakultäre Forschungsplattform Weltordnung-Religion-Gewalt / Universität Innsbruck](#)
- * [International Peace Research Institute, Oslo \(PRIO\)](#)
- * [Irenees: A Website of Resources for Peace](#) * [Master of Arts Program in Conflict Resolution / University of Georgetown](#) * [Master of Arts Program in Peace and Conflict Studies / Hacettepe University Ankara](#)
- * [Olympism4Humanity / International Olympic Academy](#)
- * [Peace and Conflict Studies / University of Toronto](#)
- * [Peacebuilding - at \[www.peacebuilding.it\]\(http://www.peacebuilding.it\)](#)
- * [Peace Studies at Colgate University, USA](#)
- * [Projektgruppe Friedensforschung Konstanz / Universität Konstanz \(PFK\)](#)
- * [The Richardson Institute. Research applied to peace and conflict / Lancaster University](#)
- * [Stockholm International Peace Research Institute \(SIPRI\)](#)
- * [TELAR - Puertas a la Paz](#)

- * [The International Theatre of the Oppressed Organisation](#)
- * [Thematic Network on Humanitarian Development Studies / University of Deusto](#)
- * [Transcend](#)
- * [University of Bradford / Department of Peace Studies](#)
- * [University of Bremen](#)
- * [University of North Texas: Peace Studies](#)
- * [University of Ulster / Centre for the Study of Conflict](#) * [World Peace Academy](#)
- * [Wuppertal Institut für Klima, Umwelt, Energie](#)
- * [Zentrum für Konfliktforschung / Center for Conflict Studies/Universität Marburg](#)