TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences

Master of Philosophy-Doctor of Philosophy (MPhil-PhD) in Conflict, Peace and Development Studies

Courses of Study

2021/2022 (2078/2079)

Courses of Study for
MPhil-PhD in Conflict, Peace and Development Studies (CPDS)
2021/2022 (2078/2079)

Examination

The final examination carries 60 marks and internal assessment carries 40 marks out of 100.

The internal evaluation for each course comprises of:
- Term paper (2 nos.) or sit-in-examination and one term paper   50% of Internal Grade
- Attendance/ Presentation/ Participation/ Discussion   50% of Internal Grade

Course Structure

A three credit hour course will have 48 lecture hours. The listing of the courses for first, second and third semesters is as follows:

FIRST Semester Courses

Paper	Code Number	Course Title	Cr. Hrs.*
I	CPDS 701	Critical Foundations of Peace and Conflict Studies	3
II	CPDS 702	Security and Development	3
III	CPDS 703	Social and Cultural Dimensions of Nepal	3
IV	CPDS 704	Governance and Political Studies	3

SECOND Semester Courses

Paper	Code Number	Course Title	Cr. Hrs.*
V	CPDS 711	Philosophical Foundations of Social Sciences and Conflict, Peace and Development Studies	3
VI	CPDS 712	Research Design and Academic Writing in Conflict, Peace and Development Studies	3
VII	CPDS 713	Research Methods in Conflict, Peace and Development Studies	3
VIII	CPDS 714	Qualitative Foundations: Peace and Conflict Studies in Humanities	3

THIRD Semester Courses

Paper	Code Number	Course Title	Cr. Hrs.*
IX	CPDS 720	MPhil Dissertation	6
X	CPDS 721	Synthesis Paper 1	3
XI	CPDS 722	Synthesis Paper 2	3

* Cr. Hrs. = Credit Hours

Critical Foundations of Peace and Conflict Studies

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **I**   Teaching Hours: **48**
Paper: **I**
Course Code: **CPDS 701**

Course Description: This course deals with the theories and practice related to origin of peace studies and conflict resolution practices. Moreover, it explores the ideas for critical thinking in value-based and pragmatic approach of peace along with the formation of actors in humanitarian assistance.

Course Objectives: This course aims to familiarize students with the concept of peace and conflict with ontological, epistemological and methodological concern. It also enables students to develop skills on conflict resolution.

Teaching Learning Activities: The objectives of this course will be achieved through student centric seminar mode of teaching learning activities. They include reading, writing and speaking (presentation). Students will thus be engaged in the mentioned activities enhancing academic knowledge and developing skills. Based on regular practice on reading, writing and presentation they will prepare a scientific paper following qualitative research methods applicable in conflict peace and development studies. The evaluation will be made on regular basis focusing on what students do (read, write and present) in each step of research process. Overall teaching learning activities on critical foundations of peace and conflict studies will be discussed linking with Nepal based cases.

Unit I: Understanding Conflict and Peace   [8 LH]
    a. Ontology and Epistemology of Peace, Order and Violence
    b. Global Conflict Trends
    c. Reasons for War and Conflict Situation

Readings

Cordell, K., & Wolff, S. (Eds.). (2010). *Ethnic conflict: Causes – consequences – responses*. Cambridge: Polity Press.

Gurr, T.T. (1971). *Why men rebel*. New Jersey: Princeton University Press.

Kalyvas, S.N. (2006). *The logic of violence in civil war*. Cambridge University Press.

Kalyvas, S.N., Shapiro, I., & Masoud, T. (Eds.). (2008). *Order, conflict, and violence*. Cambridge: Cambridge University Press.

Steward, F. (August 2010). *Horizontal inequalities as a cause of conflict: A review of crisis findings* (World Development Report 2011). World Bank. http://web.worldbank.org/archive/website01306/web/pdf/wdr%20background%20paper_stewart.pdf.

Tuck, R. (2001). *The rights of war and peace: Political thought and the international order from Grotius to Kant*. Oxford University Press.

Weinstein, J.M. (2007). *Inside rebellion: The politics of insurgent violence*. Cambridge University Press.

Unit II: Theories on Peace and Conflict   [16 LH]
    a. Social Conflict Theories
    b. Natural Resource, Political Economy and Armed Conflict
    c. Conflict Analysis
    d. Conflict Resolution Approaches

Readings

Brown, G. K., & Stewart, F. (2015). *Economic and Political Causes of Conflict: An Overview and Some Policy Implications* (CRISE WORKING PAPER No. 81). Centre for Research on Inequality, Human Security and Ethnicity, Oxford University. Available at https://pdfs.semanticscholar.org/f083/0e83ec84a0470ecd8dd4d52040e5dc20adf3.pdf.

Cater, C. (2003). The political economy of conflict and UN intervention. In Karen, B., & Sherman, J., *The political economy of armed conflict. Beyond greed and grievance* (Chapter 2, pp. 19-46). London: Lynne Rienner Publishers.

Collier, C. (2007). Economic causes of civil conflict and their implications for policy. In Crocker, C., Hampson, F. O., & Aall, P. (Eds.), *Leashing the dogs of war: Conflict management in a divided world* (pp. 197-218). Washington, D.C.: USIP Press.

Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies*. Washington DC: United States Institute of Peace.

Ohlson, T. (2008). Triple-R and Triple-M: Understanding causes of war and peace. *European Journal of International Relations 14*(1), 133-160. https://doi.org/10.1177%2F1354066107087765.

Wallensteen, P. (2003). *Understanding conflict resolution: War, peace and the global system* (pp. 3147). London: Sage Publications.

Wimmer, A. (2013). *Waves of war: Nationalism, state formation, and ethnic exclusion in the modern world*. Cambridge University Press.

Unit III: Peace and Non-violent Movement [10 LH]
    a. Non-Violent Movement: Principles and Application
    b. Peace Movement
    c. Diplomacy and Conflict Resolution

Readings

Krasno, J.E. (2005). *The United Nations: Confronting the challenges of global society*. New Delhi: Viva Books Private Limited.

Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies*. Washington DC: United States Institute of Peace.

Wallensteen, P. (2003). *Understanding conflict resolution: War, peace and the global system* (pp. 3147). London: Sage Publications.

Unit IV: Actors and Approaches in Conflict Resolution [14 LH]
    a. UN and Conflict Management
    b. Regional organization and Civil Societies in Conflict Management
    c. Peace Education, Disarmament and Arms Control

Readings

Krasno, J.E. (2005). *The United Nations: Confronting the challenges of global society*. New Delhi: Viva Books Private Limited.

Rizal, D. (2012). *Contemporary governance: Challenges and the United Nations* (Peace building in conflict and post conflict societies). New Delhi: Adroit Publishers.

Smidt, M. (2020) United Nations peacekeeping locally: Enabling conflict resolution, reducing communal violence, *Journal of Conflict Resolution, 64*(2-3) 344-372. https://doi.org/10.1177%2F0022002719859631.

Weinstein, J.M. (2007). *Inside rebellion: The politics of insurgent violence*. Cambridge University Press.

Security and Development

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **I**   Teaching Hours: **48**
Paper: **II**
Course Code: **CPDS 702**

Course Description: This course explores the theoretical underpinning of security dynamics in the contemporary world marred with both known and unknown security threats. It starts with exploring traditional concept of security in defining the earlier days security intricacies in the world. However, with the revelation of modern days security challenges, the course explores the latest theories in international security spectrum.

Course Objectives: This course aims to familiarize students with the modern trend of security definition. It enables students to comprehend with widened security concepts to addressing concurrent security threats. It also aims to enhance research capability in terms of designing and conducting research developing research skills in security studies.

Teaching Learning Activities: The objectives of this course will be achieved through student centric seminar mode of teaching learning activities. They include reading, writing and speaking (presentation). Students will thus be engaged in the mentioned activities enhancing academic knowledge and developing skills. Based on regular practice on reading, writing and presentation they will prepare a scientific paper applicable in conflict peace and development studies. The evaluation will be made on regular basis focusing on what students do (read, write and present) in each step of course. The teaching learning activities on security and development will be discussed linking with Nepal based cases as far as possible.

Unit I: Understanding Security   [12 LH]
   a. Critical Security Studies- Traditional concept vs. Emerging Trend; National Interest and National Security
   b. Security and Technology- Cyber Security, Privacy vs. Security (Intelligence analysis and policy-making)

Readings

Adler, E., & Barnett, M. (Eds.). (1998). *Security communities*. Cambridge: Cambridge University Press

Baldwin, D. A. (1997). The concept of security. *Review of International Studies, 23*, 5-26. DOI: https://doi.org/10.1017/S0260210597000053.

Buzan, B., & Hansen, L. (Eds.). (2007). *International security: Widening security*". London: SAGE Publication.

Cusack, T. R., & Stoll, R. J. (1994). Collective security and state survival in the interstate system. *International Studies Quarterly, 38*(1), 33-59. https://doi.org/10.2307/2600871

Cerny, P.G. (2000). The new security dilemma: Divisibility, defection and disorder in the global era. *Review of International Studies, 26*(4), 623-646. DOI: https://doi.org/10.1017/S0260210500006239.

Haftendorn, H. (1991). The security puzzle: Theory-building and discipline-building in international security. *International Studies Quarterly*, 35(1), 3-17. https://doi.org/10.2307/2600386.

Unit II: Modern Security Concerns   [16 LH]
   a. Spaces of Securitization- theory of perception and misperception, The arms trade and defence industries, and nuclear deterrence

    b.   A military in Politics- Civil-Military relations, Privatization of Security
    c.   Terrorism and Liberal Democracy

Readings

Buzan, B. (1983). *People, states, and fear: The national security problem in international relations*". Sussex: Wheatsheaf Books.

Jervis, R. (1976). *Perception and misperception in international politics*. Princeton: Princeton University Press.

Jervis, R. (1978). Cooperation under the security dilemma. *World Politics, 30*(2), 167-214. DOI: https://doi.org/10.2307/2009958.

Unit III: Security and Humanitarian Assistance   **[8 LH]**
    a.   Elements of human security; sovereignty and humanitarian intervention conundrum
    b.   Humanitarian Assistance; Responsibility to Protect and Responsibility to Rebuild

Readings

Nef, J. (2006). Human security, mutual vulnerability and sustainability: A critical view. *The Whitehead Journal of Diplomacy and International Relations*, 55-73.

Rappert, B. (2007). *Technology and security: Governing threats in the new millennium*. UK: Palgrave Macmillian.

Sinha, A., Nguyen, T.H., Kar, D., Brown, M., Tambe, M.T., & Jiang, A.X. (2015). From physical security to cybersecurity. *Journal of Cybersecurity*, 1(1), 19-35, https://doi.org/10.1093/cybsec/tyv007

Tadjbakhsh, S., & Chenoy, A. (2007). *Human security: Concepts and implications* (Routledge Advances in International Relations and Global Politics). London: Routledge.

Unit IV: International Development Regimes   **[12 LH]**
    a.   Trends of Development Plans, Programs and Polices
    b.   Development Institutions and their roles in development assistances

Readings

Ginty, R. M., & Williams, A. (2016). *Conflict and development* (Special Nepal Edition). Routledge.

Mudacumura, G. M., & Haque, M. Shamsul (Eds). (2004). *Handbook of development policy Studies*. New York: Marcel Dekker, Inc.

Readings

Adler, E., & Barnett, M. (Eds.). (1998). *Security communities*. Cambridge: Cambridge University Press.

Bajpai, K.P. (2000). *Human security: Concept and measurement* (pp. 1-64). Notre Dame: Joan B. Kroc Institute for International Peace Studies, University of Notre Dame.

Baldwin, D.A. (1997). The concept of security. *Review of International Studies*, *23*(1), 5-26. DOI: https://doi.org/10.1017/S0260210597000053.

Booth, K. (1991). Security in anarchy: Utopian realism in theory and practice. *International Affairs*, 67(3), 527-545. https://doi.org/10.2307/2621950.

Buzan, B., & Hansen, L. (Eds.). (2007). *International security: Widening security*. London: SAGE Publication.

Buzan, B. (1983). *People, states, and fear: The national security problem in international relations*. Sussex: Wheatsheaf Books.

Cerny, P.G. (2000). The new security dilemma: Divisibility, defection and disorder in the global era. *Review of International Studies, 26*(4), 623-646. DOI: https://doi.org/10.1017/S0260210500006239.

Cusack, T.R., & Stoll, R.J. (1994). Collective security and state survival in the interstate system. *International Studies Quarterly, 38*(1), 33-59. https://doi.org/10.2307/2600871.

Ginty, R. M., & Williams, A. (2016). *Conflict and development* (Special Nepal Edition). Routledge.

Glaser, C.L. (1997). The security dilemma revisited. *World Politics, 50*(1), 171-201

Haftendorn, H. (1991). The security puzzle: Theory-building and discipline-building in international security. *International Studies Quarterly*, 35(1), 3-17.

Jervis, R. (1976). *Perception and misperception in international politics*. Princeton: Princeton University Press.

Jervis, R. (1978). Cooperation under the security dilemma. *World Politics, 30*(2), 167-214. DOI: https://doi.org/10.2307/2009958.

Mudacumura, G. M., & Haque, M. Shamsul (Eds). (2004). *Handbook of development policy Studies*. New York: Marcel Dekker, Inc.

Nef, J. (2006). Human security, mutual vulnerability and sustainability: A critical view. *The Whitehead Journal of Diplomacy and International Relations*, 55-73.

Rappert, B. (2007). *Technology and security: Governing threats in the new millennium*. UK: Palgrave Macmillian.

Sinha, A., Nguyen, T.H., Kar, D., Brown, M., Tambe, M.T., & Jiang, A.X. (2015). From physical security to cybersecurity. *Journal of Cybersecurity*, 1(1), 19-35, https://doi.org/10.1093/cybsec/tyv007

Tadjbakhsh, S., & Chenoy, A. (2007). *Human security: Concepts and implications* (Routledge Advances in International Relations and Global Politics). London: Routledge.

<p style="text-align:center">Social and Cultural Dimensions of Nepal</p>

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **I**   Teaching Hours: **48**
Paper: **III**
Course Code: **CPDS 703**

Course Description: This course explores interdisciplinarity, postdisciplinarity, transdisciplinarity and extradisciplinarity approaches. The theoretical concepts of this course have been borrowed mainly from anthropology and sociology. The contents of this course are deeply connected with conflict, peace and development with special reference to socio-cultural institutions of Nepal. The course deals with ecology, economy, society, culture, religion, integrity, harmony and peace of Himalayan communities, Hill communities and Terai communities of Nepal. One of the important aspects of this course is the monographs (Based on advanced and PhD researches that the students will go through on individual basis for having insights from those monographs). Overall, the students from this course will be appointed with cultural institutions of their host country that helps them to understand social harmony in better way.

Course Objectives: Drawing on the insights from anthropology, sociology and other relative disciplines, this paper will acquaint the students with the fundamental social, cultural and institutional processes related to the conflict, peace and order in society. Overall, the students will study and analyze the theory of culture on one side and cultural institutions of Nepal on the other.

Teaching Learning Activities: The objectives of this course will be achieved subject-based knowledge through class lectures, class interactions, reviewing literatures and class presentations. Understanding culture will be the main motto of this course.

Unit I: Introduction to Culture   **[10 LH]**
   a. Concept of Culture
   b. Evolution of Culture
   c. Elements of Culture
   d. Characteristics of Culture
   e. Six Dimensions of Culture
   f. Cross-Cultural Behavior
   g. Culture and Environment
   h. Culture and Globalization
   i. Culture and Peace

Readings
Haviland, W.A. (1974). *Anthropology.* New York: Holt, Reinhart and Winston.
Hofstede, G. (2010).*Cultures and Organizations: Software of the Mind*, New York: McGraw
     Hill.
Jha, M. (2007). *An Introduction to Anthropological Thought,* New Delhi: Vikash Publishing
     House.
Moore, J.D. (1997). *Visions of Culture: An Introduction to Anthropological Theories and
     Theorists,* New Delhi: Altamira.
Reisinger, Y. (2009). *International Tourism: Cultures and Behaviour*, Elsevier.

Unit II: Perspectives on Conflict and Harmony   **[6 LH]**
   a. Caste/ Ethnicity, Ethnocentrism, Prejudices and Stereotypes, Cultural Relativism,

b. Assimilation, Amalgamation, Acculturation, Cultural Pluralism, Xenophobia/ Xenophilia, Mixophobia/ Mixophilia, Multiculturalism

Readings

Aditya, A. (ed.) (2007). *The Inclusive State: Reflection on Reinventing Nepal,* Kathmandu: SAP-Nepal.
Ahmed, F. (1998). *Ethnicity in Politics in Pakistan*. Karachi: Oxford University Press.
Berreman, G. D. (Ed.). (1981). *Social Inequality: Comparative Perspectives*. New York: Academic Press.
Bista, D. B. (2001). *Fatalism and Development Nepal's Struggle for Modernization*. Patna: Orient Longman.
Dumont, L. (1980). *Homo Hierarchicus: The Caste System and Its Implications,* Chicago: The University of Chicago Press.
Eriksen, T. H. (1993). *Ethnicity and Nationalism: Anthropological Perspectives*. London: Pluto Press.
Horowitz, D. L. (1985). *Ethnic Groups in Conflict*. University of California Press.
Kottak, C. P. (1994). *Anthropology: The Exploration of Human Diversity.* New Delhi: McGraw-Hill, INC.
Kunwar, R. R. (1996). *Ethnicity in South Asia,* Kathmandu: Laxhmi Kunwar.
Otterbein, K. F. (1997). The Anthropology of War. In J. J. Honigmann (Ed.), *Handbook of Social and Cultural Anthropology* (pp. 923-958). Jaipur: Rawat Publications.
Schaefer, R.T. and Lamm, R. P. (1992). *Sociology,* New Delhi: McGraw-Hill, INC.
Wignaraja, P. & Hussain, A. (Eds.). (1989). *The Challenges in South Asia* (pp. 237-290). New Delhi: Sage Publications.
Yingeer, J. M. (1997). *Ethnicity: Source of Strength? Source of Conflict?,* New Delhi: Rawat Publication.

Unit III: An Introduction to World Religions [6 LH]
a) Hinduism
b) Buddhism
c) Islam
d) Christianity
e) Sintoism
f) Judaism
g) Religion and Peace

Readings

Bidwai, P., Mukhiya, H. & Vanaik, A. (Eds.). (1996). *Religion, Religiosity and Communalism*. New Delhi: Mandahar Publishers and Distributors.
Chatterji, R. (Ed.). *Religion Politics and Communalism: The South Asian Experience*. New Delhi: South Asian Publishers.
Encyclopedia of Religions

Unit IV: Analysis of Society and Culture in Nepal [10 LH]
Nepal: Ecology, Economy, Society, Culture and Religion of Himalayan Region, Hilly Region and Terai Region.

Readings

Chaudhary, D. (2011). *Terai/ Madhes of Nepal: An Anthropological Study*, Kathmandu: Ratna Pustak Bhandar.

Ives, J.D. (2006). *Himalayan Perceptions: Environmental Change and the Well-being of the Mountain*. Kathmandu, Nepal HimAAS [Himalayan Association for the Advancement of Science].

Kunwar, R.R. (1999b). *Himalayan Heritage: Study of Society, Culture and Religion*, Kathmandu: Laxmi Kunwar.

Kunwar, R. R. (1999a). *Fire of Himal: An Anthropological Study of the Sherpas of Nepal Himalayan Region*, Jaypur: Nirala Publications.

Poffenberger, M. (1980). *Patterns of Change in Himalayan Region*, Delhi: The Macmillan Co.

Vidhyarthi, L. P. (1976). *South-Asian Culture: An Anthropological Perspective*, Delhi: Oriental Publisher and Distributers.

Unit V: Review of the Ethnographic Text [16 LH]

This unit will be country-specific. Here the students will be assigned to read, write and present (into the classroom) on the specified text listed below.

a. Land and the Social Change in Eastern Nepal by Lionel Caplan
b. Priest and Cobblers by Patricia Caplan
c. Trans-Himalayan Traders by James F. Fisher
d. Many Tongues, One People: The Making of Tharu Identity in Nepal by Arjun Guneratne
e. Fluid Boundaries by William Fisher
f. Regionalism and National Unity by F.G. Gaige
g. Process of Nepalization by Dor Bahadur Bista
h. Patterns of Cultural Change in Nepal by Mark Poffenberger
i. Fire of Himal: An Anthropological Study of the Sherpas by Ramesh Raj Kunwar

Readings

Bista, D.B. (1982). Process of Nepalization. In Bista, D.B. et al. (Eds.) *Anthropological And Linguistic Studies of the Gandaki Area of Nepal* (pp. 1-20), Institute for the Study of Languages and Cultures of Asia and Africa.

Caplan, A.P. (1972). *Priest and Cobblers,* London: Intertext Books.

Caplan, L. (1970). *Land and Social Change in East Nepal: A Study of Hindu-Tribal Relations*. London: Routledge and Kegal Paul.

Fisher, J. (1986). *Trans-Himalayan Traders: Economy, Society and Culture in Northwest Nepal*. Berkeley: University of California Press.

Fisher, W. F. (2001). *Fluid Boundaries Farming Forming and Transforming Identity in Nepal*. New York: Columbia University Press.

Gaige, F. G. (1975). *Regionalism and National Unity of Nepal,* New Delhi: Vikash Publishing House.

Guneratne, A. (2002). *Many Tongues, One People: The Making of Tharu Identity in Nepal*. Ithaca: Cornell University Press.

Governance and Political Studies

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **I**   Teaching Hours: **48**
Paper: **IV**
Course Code: **CPDS 704**

Course Description: This course deals with the theory of government, political system, constitution and governance. It starts from the theory of state formation and focuses on the classification of state, constitution and governance. It also covers the content regarding state building, regime change and constitutional democracy.

Course Objectives: This course aims to familiarize students with the theory of government, political systems, constitution and governance that is useful to the subject conflict, peace and development studies. It enables students not only to be familiar with the basic concepts regarding state, also comprehends with comparative study of the subject matter. So that students will be able to frame their ideas suitable to Nepalese context.

Teaching Learning Activities: The objectives of this course will be achieved through student centric teaching learning activities. They include lecture, reading, writing and seminar mode of activities. Students will thus be engaged in the mentioned activities enhancing academic knowledge and developing skills. The teaching learning activities on governance and political studies will be discussed linking with Nepal based cases as far as possible.

Unit I: State Formation   [12 LH]
    a.   Theories on State formation (Western classical foundation and Eastern values)
    b.   State Building
    c.   State structure and constitutions

Readings

Ball, A.R., & Peters B.G. (2000). *Modern politics and government*. London: Macmillan Press Ltd.

Brooks, J.L., Strauss, J.C., & Anderson, G. (Eds.) (2018). *State formations; Global histories and cultures of statehood*. Cambridge University Press.

Mathews, F. (2012). Governance and state capacity. In Levi-Faur, D. (Ed.), *The Oxford Handbook of Governance* (pp. 281-293). Oxford University Press.

Shively, W.P. (2005). *Power and choice; An introduction to political science*. New York: McGraw Hill.

Strong, C.F. (1975). *Modern political constitutions*. London: The ELBS and Sidgwick and Jackson Ltd.

Unit II: Political System and Regime Change   [12 LH]
    a.   Comparative political systems
    b.   Regime Instability: Religion, Culture, Ideology and Ethno-nationalism
    c.   Regime change: Democratic peace process to forcible regime change

Readings

Ball, A.R., & Peters B.G. (2000). *Modern politics and government*. London: Macmillan Press Ltd.

Barclay, S., & Silbey, S.S. (2008). Understanding regime change: Public opinion, Legitimacy and legal consciousness. In Calderia, G.A., Kelemen, R.D., Whittington, K.E. (Eds.), *The Oxford handbook of law and politics* (pp. 663-678). Oxford University Press.

Huntington, S.P. (2010). *The third wave*. Delhi: Adarsh Books.

Margulies, P. (2020), Making regime change multilateral - The war on terror and transitions to democracy. *Denver Journal of International Law and Policy, 32*(3), 389-420.

Mathews, F. (2012). Governance and state capacity. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 281-293). Oxford University Press.

Unit III: State and Governance [12 LH]

    a. Political order and Democratic Governance

    b. Origin, Nature and Waves of Governance (Governance in Tribal communities and modern state)

    c. Forms of Governance

Readings

Kacowicz, A.M. (2012). Global governance, international order and world order. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 686-698). Oxford University Press.

Kjaer, A. M. (2005). *Governance*. Polity Press.

Levi-Faur, D. (ed.) (2012). *The Oxford handbook of governance*. Oxford University Press.

Mathews, F. (2012). Governance and state capacity. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 281-293). Oxford University Press.

Rhodes, R.A.W. (2012). Waves of governance. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 33-48). Oxford University Press.

Ron, A. (2012). Modes of democratic governance. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 472-484). Oxford University Press.

Sharma, S., & Arora, R.K. (Eds.) (2010). *Good governance: Stimuli and strategies*. Jaipur: Aalekh Publishers.

Unit IV: State, Power and Governmentality [12 LH]

    a. Knowledge, Power and Governmentality

    b. Governance, State capacity and Patronage

    c. Constitutional Democracy

Readings

Fischer, F. (2012). Participatory governance: From theory to practice. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 457-471). Oxford University Press.

Flinders, M. (2012). Governance and patronage. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 268-280). Oxford University Press.

Fredrich, C.J. (1974). *Constitutional government and democracy*. Oxford and IBH Publishing Co.

Graber, M.A. (2015). *An introduction to American constitutionalism*. New York: Oxford University Press.

Inners, A.J., & Steele, B.J. (2012). Governmentality in global governance. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 716-729). Oxford University Press.

Khanal, R. (2001). *Democracy in Nepal: Challenges and prospects*. Kopundol: Smriti Books.

Mathews, F. (2012). Governance and state capacity. In Levi-Faur, D. (Ed.), *The Oxford handbook of governance* (pp. 281-293). Oxford University Press.

Philosophical Foundations of Social Sciences and Conflict, Peace and Development Studies

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **II**   Teaching Hours: **48**
Paper: **V**
Course Code: **CPDS 711**

Objectives
This course aims to enhance the philosophical capability among the students of conflict, peace and development studies. It develops the clear understanding of the relationship between science, social science and conflict, peace, and development studies. The course will thus enhance the theoretical understanding on social science philosophy in general and CPDS in particular.

The course deals more at abstract level linking the philosophical foundations of social science with specific empirical observations. It furthers deals with the nature of science and social science in relation to research. The course focuses on the nature of CPDS knowledge and its production focusing on various theoretical and methodological assumptions. The learning achievements on philosophical understanding and explanation about the world around us through practical activities. As a part of teaching-learning activities students should prepare scientific papers, based on hands on practice, to fulfill the requirement of term papers during as well as at the end of the semester.

Unit I: Evolution of Social Science   [12 LH]
    a. Precept and rationalism to critical realism
    b. Science and scientific revolution
    c. The foundations of social science

Readings
Babbie, E. R. (2010). An introduction to inquiry. Part 1 (Pp. 1-88) in *The Practice of Social Research* (12th Ed.). United Kingdom: Wadsworth Cengage Learning.

Bhaskar, R. (2008). *A Realist Theory of Science (Introduction).* New York: Routledge.

Karki, M. B. *Activism in Nepal: Civilization, Politics and Beyond* (in Press).

Karl J. (1965). The axial period, Part 1 (pp. 1-21) in *The Origin and Goal of History*. Yale University Press.

Kuhn, T. S. (1996). *The Structure of Scientific Revolutions* (Third Edition). Chicago and London: University of Chicago Press. (Chapter II & III).

Mukharji P. N. 2000 Introduction: Methodology in social research: Dilemmas and Perspectives (pp. 13-86) in *Methodology in Social Research: Dilemmas and Perspectives.* Sage Publications

Unit I: Science, Social Science and Research   [9 LH]
    a. Science and the nature of science
    b. Science and Social Science
    c. Science and research
    d. CPDS as an applied social science

Readings

Singleton Jr., R. A., & Straits, B. C. (2005). The nature of science. Chapter 2 In *Approaches to Social Research* (4th Ed., pp. 14-40). New York: Oxford University Press.

Unit II: Approaches to Research [9 LH]
    a.   The three approaches to research
    b.   Three components involved in an approach
    c.   Philosophical world views
    d.   The post-positivist worldview
    e.   The constructivist worldview
    f.   The transformative worldview
    g.   The pragmatic worldview

Readings

Creswell, J. W. (2014). The selection of research approach. Chapter 1 in *Research Design: Qualitative Quantitative, and Mixed Methods Approaches* (4th Ed.), pp. 1-24. New Delhi: SAGE.

Unit III: Nature of Social Science [9 LH]
    a.   Philosophy of social science
    b.   Why philosophy of social science?
    c.   Creating better social science
    d.   Sociality and social science
    e.   Social realism

Readings

Starbuck, W. H. (2006). *The Production of Knowledge: The Challenges of Social Science Research* (Chapter 1, pp. 1-4). New York: Oxford University Press.

Rosenberg, A. (2008). What is the philosophy of social science? (Chapter 1, pp. 1-30) in *The Philosophy of Social Science* (3rd Ed.). USA: Westview.

Little, D. (2016). *New Directions in the Philosophy of Social Science* (Introduction and Chapter 7, pp. 221-258). London: Rowman and Littlefield.

Unit IV: Paradigm and Theory Building [9 LH]
    a.   Paradigm and theories
    b.   The rise and fall of paradigm; the uncertain future of the field
    c.   Direction of theorizing; inductive, deductive, abductive

Readings

Geddes, B. (2006). *Paradigms and Sand Castles Theory Building and Research Design in Comparative Politics*. Chapter 1, research design and the accumulation of knowledge, pp. 1-26. Ann Arbor, USA: The University of Michigan Press.

Neuman, W. L. (2014). Theory and research (Chapter 3, pp. 55-90) in *Social Research Methods: Qualitative and Quantitative Approaches* (7th Ed.). England: Pearson.

Research Design and Academic Writing in Conflict, Peace and Development Studies

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **II**   Teaching Hours: **48**
Paper: **VI**
Course Code: **CPDS 712**

Objectives

This course aims to enhance the research and writing capability among the students of conflict, peace and development studies. It develops the clear understanding of the research, research process, research design and academic writing the perspective of conflict, peace, and development studies. The course will thus develop practical skills on academic research and writing among MPhil-PhD students of CPDS.

The course expects rigorous academic practices; critical reading, comprehensive understanding, clear and confident presentation, and scientific/academic writing from the students. It also encourages students to go through the updated readings on academic research so that they can design their research project. A part from designing the research they will be encouraged and guided to prepare the manuscript of the scientific paper. As a part of teaching-learning activities students should develop scientific papers, based on hands on practice, to fulfill the requirement of term papers during as well as at the end of the semester.

Unit I: Conceptualizing Social Science and Research   [9 LH]
    a. Introduction
    b. Scientific knowledge and practice
    c. Social science as reconstruction of social phenomena
    d. The logic and methodological rules of reconstruction

Readings

Bukve, O. (2019). *Designing social science research*. Chapter 1, 2, & 3 (Pp. 1-72). Norway: Palgrave Macmillan.

Unit II: Designing Research Project   [15 LH]
    a. Choosing research questions and hypotheses
    b. Choosing your study purpose
    c. Choosing whether to use a qualitative, quantitative, or mixed-methods approach
    d. Understanding terms for quantitative studies: Concepts, constructs, and variables
    e. Choosing your design
    f. Choosing your sample
    g. Planning your measurement strategy for collecting data
    h. Establishing validity for quantitative studies
    i. Establishing validity for qualitative studies
    j. Case designs

Readings

Bukve, O. (2019). *Designing social science research*. Chapter 6 & 7 (pp. 97-140). Norway: Palgrave Macmillan.

Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. Chapter 1-10 (pp. 1-130). Washington DC: American Psychological Association.

Unit III: Academic Writing [6 LH]
   a.   What is academic writing?
   b.   The standards of scientific papers
   c.   Writing process
   d.   Writing scientific text

Readings
Greene, S., & Lidinsky, A. (2012). *From inquiry to academic writing: A text and reader* (Second edition). Chapter 1 (Pp. 1-5). New York: Bedford/St. Martin's.
Katz, Michael Jay. (2009). *From research to manuscript: A guide to scientific writing*. Part I; Chapter 1-5 (pp. 3-74). USA: Springer.

Unit IV: Review of Literature: Hands on Practice [9 LH]
   a.   Selecting a research theme/issue/topic
   b.   Searching literature
   c.   Preparing bibliography
   d.   Reviewing the literature and taking notes
   e.   Organizing the ideas in sequence (preparing synthesis papers)
   f.   Identifying the research gap and formulating research problem/questions

Readings
Naoum, S. G. (2007). *Dissertation research and writing for construction students* (Second edition). Chapter 3 (pp. 18-36). Tokyo: Elsevier.

Unit V: Preparing Manuscript: Hands on Practice [9 LH]
   a.   Writing the abstract
   b.   Writing the introduction
   c.   Writing the literature review
   d.   Writing the research questions/objectives
   e.   Writing the methodology
   f.   Writing the analysis section
   g.   Writing the conclusion
   h.   Writing the references

Readings
Greene, S., & Lidinsky, A. (2012). *From inquiry to academic writing: A text and reader* (Second edition). Chapter 1 (pp. 1-5). New York: Bedford/St. Martin's.
Naoum, S. G. (2007). *Dissertation research and writing for construction students* (Second edition). Chapter 9 (pp. 131-160). Tokyo: Elsevier.

Research Methods in Conflict, Peace and Development Studies

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **II**   Teaching Hours: **48**
Paper: **VII**
Course Code: **CPDS 713**

Course Description: This course explores the nature science, social science and Conflict, Peace and Development as applied social science in relation to research. It starts from the concept of research and focuses on the research process with particular emphasis on research methodology. It emphasizes on the foundations of qualitative research in the social sciences combining critical engagement with the logics of inquiry of qualitative research pertinent to peace and conflict studies. Moreover, it deals with the framing of inquiry, research design, and diverse methodological approaches. The focus will be on qualitative research design with "case study," and "grounded theory" or "narrative" research methods.

Course Objectives: This course aims to familiarize students with the nature of science, social science and applied social science in relation to research. It enables students to comprehend with ontological and epistemological and methodological concern while answering research question(s). It also aims to enhance research capability in terms of designing and conducting research developing research skills.

Unit I: Understanding "research" and "research methodology"   **(3 LH)**
   a. Science, social science and conflict, peace and development studies
   b. Science and research
   c. Research and research methodology

Readings
Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* Sage Publications.
Marshall, C., & Rossman, G. (2011). *Designing qualitative research* (5th edition). Sage Publications.

Unit II: Designing Research: Qualitative and Quantitative   **(9 LH)**
   a. Research foundations
   b. Tensions and innovations
   c. Selecting theme/issues/topics
   d. Doing literature review
   e. Framing research questions
   f. Designing the research: qualitative and quantitative
   g. Triangulation

Readings

Giorgi. A. (2008). Difficulties encountered in the application of the phenomenological method in the social sciences. *Indo-Pacific Journal of Phenomenology, 8*(1), 1-9. DOI: https://doi.org/10.1080/20797222.2008.11433956.
Rossmann, G. B., & Rallis, S. F. (2010). Everyday ethics: Reflections on practice. *International Journal of Qualitative Studies in Education, 23*(4), 379–391. https://doi.org/10.1080/09518398.2010.492813.
Luker, K. (2008). *Salsa dancing into the social sciences: Research in an age of info-glut.* Cambridge: Harvard University Press.
Steinar Kvale. (2008). *Interviews: Learning the Craft of Qualitative Research Interviewing. Thousand Oaks,* Sage Publications.

Neuman W. L. (2014). Strategies of research design. Chapter 6, pp. 165-200 in *Social Research Methods: Qualitative and Quantitative Approaches* by W. Lawrence Neuman. Pearson New International Edition (Seventh edition). England: Pearson Education Limited.

Unit III: Standpoint, Reflexivity and Subjectivity in qualitative research   (9 LH)
 a. Situating the researcher-standpoint
 b. Reflectivity and subjectivity in qualitative research
 c. Research in conflict context
 d. Situating research within an intellectual history

Readings

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* Sage Publications.
Kacen, L., & Chaitin, J. (2006). "The times they are a changing": Undertaking qualitative research in ambiguous, conflictual, and changing contexts. *The Qualitative Report, 11*(2), pp. 209-228.
Swartz, S. (2011). 'Going deep' and 'giving back': strategies for exceeding ethical expectations when researching amongst vulnerable youth, Q*ualitative Research, 11* (1), 47-68. https://doi.org/10.1177%2F1468794110385885.

Unit IV: Analysis of Qualitative Data   (9 LH)
 a. Process of data analysis
 b. Representation and authenticity
 c. Quality criteria and validity
 d. Data analysis and interpretation

Readings
Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A method sourcebook* (Latest edition). Sage Publications.

Unit V: Survey Research: Interviews and Questionnaire   (9 LH)
 a. Survey research
 b. A history of survey research
 c. The logic of survey research
 d. Construction of the questionnaire
 e. Types of surveys
 f. Survey interviewing

Readings
Neuman W. L. (2014). Survey research. Chapter 10, pp. 315-366 in *Social Research Methods: Qualitative and Quantitative Approaches* by W. Lawrence Neuman. Pearson New International Edition (Seventh edition). England: Pearson Education Limited.
Bryman, A. & Bell, E. (2019). *Social Research Methods*. Part II (chapter 4-8): Quantitative Research (Pp. 74-145). Fifth Canadian Edition. Canada: Oxford University Press.

Unit VI: Analysis of Quantitative Data   (9 LH)
 a. Dealing with data
 b. Results with one variable
 c. Results with two variables
 d. More than two variables
 e. Inferential statistics

Readings

Bryman, Alan & Bell, Edward. (2019). *Social research methods*. Part II (chapter 4-8): Quantitative Research (Pp. 170-197). Fifth Canadian Edition. Canada: Oxford University Press.

Neuman W. L. (2014). Analysis of quantitative data. Chapter 12, pp. 393-432 in *Social Research Methods: Qualitative and Quantitative Approaches* by W. Lawrence Neuman. Pearson New International Edition (Seventh edition). England: Pearson Education Limited.

Qualitative Foundations: Peace and Conflict Studies in Humanities

Level: **MPhil-PhD**   Credit Hours: **3**
Semester: **II**   Teaching Hours: **48**
Paper: **VIII**
Course Code: **CPDS 714**

Course Description: This course is about the qualitative foundations of peace and conflict studies in Humanities. It explores the nature and forms of peace and conflict and their constitution. It furthers describes the practices on peace and conflict in terms of theory and research. It familiarizes students with the philosophy and ethics with particular focus on hermeneutics, history, media and communication. Finally, the courses focuses on the current issues such as environmentalism in terms of peace and conflict.

Course Objectives: This course aims to familiarize students with the qualitative foundations of peace and conflict studies in humanities. It enables students to comprehend with ontological and epistemological and methodological concern while answering research the practices of peace and conflict in terms of inquiry followed by theory. It also aims to enhance research capability among students focusing research on hermeneutics, psychodynamics, history, media and communications and finally contemporary issues such as environmentalism from the perspective of Conflict, Peace and Development Studies.

Unit I: An introduction to Humanities and Qualitative Foundations: What constitutes conflict analysis and resolution for the purposes of inquiry?   **(3 LH)**

Gopin, M. (2009). *To make the Earth whole: Citizen diplomacy in the age of religious militancy*. Lanham, MD: Rowman and Littlefield.

Unit II: From Practice and Inquiry to Theory and Research   **(3 LH)**

Barma, N. H. (2017). *The peacebuilding puzzle: Political order in post-conflict states*. Cambridge University Press

Unit III: Philosophy and Ethics   **(20 LH)**

Gallie, W. B. (1979). *Philosophers of peace and war: Kant, Clausewitz, Marx, Engles and Tolstoy*. Cambridge University Press.
Gandhi, A., & Nagler, M. (2004). *The search for a nonviolent future: A promise of peace for ourselves, our families, and our world*. New World Library.
Gandhi, M., Deshpande, M. S., Nagler, M. N., & Gandhi, A. (2009). *The way to God: Selected writings from Mahatma Gandhi*. North Atlantic Press.
Kant, E., Gregor, M., Korsgaard, C. M. (1998). *Kant: Groundwork of the metaphysics of morals*. Cambridge University Press.
Kant, I. (1795). *Perpetual peace.* FQ Classics.
Tuck, R. (2001). *The rights of war and peace: Political thought and the international order from Grotius to Kant,* Oxford University Press.

Unit IV: Hermeneutics   **(3 LH)**

Dean, T. (1995). *Religious pluralism and truth: Essays on cross-cultural philosophy of religion*. Albany: State University Press of New York.

Unit V: Psychodynamics   **(3 LH)**

Volkan, V. D., Montville, J. V., Julius, D. A. (1991). *The psychodynamics of international relationships: Unofficial diplomacy at work (V*ol. II, pp. 177-192). Lexington: Lexington Books.

Unit VI: History   **(3 LH)**

Brook, T., van Walt van Praag, M., & Boltjes, M. (Eds.). *Sacred mandates: Asian international relations since Chinggis Khan*. Harvard University Press.

Unit VI: Media and Communications   **(3 LH)**

Korostelina, K. V. (2012). *Forming a culture of peace: Reframing narratives of intergroup relations, equity, and justice.* London: Palgrave and McMillan.

Unit VII: Environment and Violence   **(10 LH)**

Guha, R. (1997). *Varieties of environmentalism: Essays North and South*. Routledge.
Martinez-Alier, E. (2003). *The environmentalism of the poor: A study of ecological conflicts and valuation*. Edward Elgar Pub.
Nixon, R. (2013). *Slow violence and the environmentalism of the poor*. Harvard University Press.