TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences

Master of Arts
in
Conflict, Peace and Development Studies (CPDS)

Courses of Study

2024 (2081)

<div align="center">

Courses of Study for
Master of Arts in Conflict, Peace and Development Studies (CPDS)
2024 (2081)

</div>

Introduction

The reality of conflict and aspirations for peace is a ubiquitous feature of human history. But the growing complexities of conflicting phenomenon have made it really difficult to deal with the central challenge of our times. Realising that traditional single disciplinary focus is inadequate in understanding the varieties and complexities of contemporary conflicts at the local and global level, Tribhuvan University (TU) has designed the Conflict, Peace and Development Studies (CPDS) as a multidisciplinary Master's Program. Through a rigorous program of lectures, seminars, research, fieldwork, and internship, the four-semester, two-year M.A. Program strives to impart theoretical, methodological, and practical set of knowledge and skills to the students for their bright academic and professional career. Both English and Nepali languages are the medium of the entrance examination as well as all other class activities, lectures, presentations, report writing, thesis and examinations/tests.

Admission and Eligibility

Enrolment to CPDS is announced once in a year. Students holding either a Bachelor's Degree from Tribhuvan University or an equivalent of this degree from any university recognized by Tribhuvan University shall be eligible to apply for admission in this program. Applicants seeking admission to this program must appear in an entrance examination conducted by Tribhuvan University. Applicants who fail either to appear in the entrance examination or to obtain a minimum qualifying score will not be given admission. Admission of the students will be based on the merit list and the enrolment capacity of the class as fixed by Tribhuvan University.

Duration

The duration of the program is two years. There will be four semesters in total, two semesters in one year.

Examination

The examination for each course carries 100 marks, out of which the external sit-in examination carries 60 marks (60 per cent) and the internal examination carries 40 marks (40 percent).

The internal evaluation for each course comprises of:

• Term paper	50% of internal marks
• Mid-term examination (Sit-in-test)	30% of internal marks
• Presentation, attendance, class interaction and participation	20% of internal marks

Course Structure

A successful completion of 63 credit hours is required to obtain the degree of M.A. in Conflict, Peace and Development Studies (CPDS). Out of 63 credit hours, first, second and third semester carry 15 credit hours each while fourth carry 18 credit hours. Among the offered courses, students have to choose one course out of three elective courses (CPDS 605) in third semester and one out of four elective courses (CPDS 654) in fourth semester.

The curriculum has been designed in such a way that students will be more focused on research activities along with academic courses.

The listing of the courses for all semesters is as follows:

First Semester Courses

Paper	Code Number	Course Title	Credit Hours
I	CPDS 501	Conflict Studies	3
II	CPDS 502	National Security	3
III	CPDS 503	Gender, Peace and Development Studies	3
IV	CPDS 504	Human Rights and International Humanitarian Law	3
V	CPDS 505	Research Methodology	3
Total Credit Hours			**15**

Second Semester Courses

Paper	Code Number	Course Title	Credit Hours
VI	CPDS 551	Peace Studies	3
VII	CPDS 552	Culture and Society of Nepal	3
VIII	CPDS 553	Strategic Studies	3
IX	CPDS 554	Peace Psychology and Personal Transformation	3
X	CPDS 555	Research Practicum, Fieldwork and Report Writing	3
Total Credit Hours			**15**

Third Semester Courses

Paper	Code Number	Course Title	Credit Hours
XI	CPDS 601	Development Studies	3
XII	CPDS 602	Natural Resource, Climate Change and Peace	3
XIII	CPDS 603	International Relations and Political Economy	3
XIV	CPDS 604	Power and Politics	3
XV	CPDS 605-1	Migration, Refugee and Conflict	3 (One elective)
XVI	CPDS 605-2	Violence, Human Security and Development	
XVII	CPDS 605-3	Applied Research Methods in Conflict, Peace and Development	
Total Credit Hours			**15**

Fourth Semester Courses

Paper	Code Number	Course Title	Credit Hours
XVIII	CPDS 651	Peace Education	3
XIX	CPDS 652	Models and Applications of Conflict Resolution	3
XX	CPDS 653	Sustainable Tourism Development	3
XXI	CPDS 654-1	Public Policy, Local Governance and Planning	3 (One elective)
XXII	CPDS 654-2	Media, Peace and Technology	
XXIII	CPDS 654-3	Peace and Disarmament	
XXIV	CPDS 654-4	Disaster Management	
XXV	CPDS 655	Thesis	6
Total Credit Hours			**12 + 6 = 18**

Conflict Studies

CPDS 501　　　　　　　　　　　　　　　　　　　　**Credit Hours: 3**
Paper: I　　　　　　　　　　　　　　　　　　　　**Teaching Hours: 48**

Objectives
The course is intended to provide students with a broad based understanding of conflict, which will constitute both a foundation for further study and a point of connection to the knowledge and approaches of the different disciplines of social sciences. The course will also familiarise students in the application of knowledge of different theoretical approaches and conflict resolution techniques.

Unit I: Introduction to Conflict Studies　　　　　　　　　　　**10 Hours**
　　a.　Concept of Conflict Violence
　　b.　Conflict Studies as an Academic Discipline
　　c.　Types and stages of Conflict
　　d.　Global Conflict trends- Prehistoric War, Religious War, World War I and II

Suggested Readings

Bhandari, C. (2075 B.S.). *Dwanda Ra Shanti Adhyayan: Nepalma Yasako Awashyakata Ra Auchityata* (Conflict and Peace Studies: Its Significance and Necessity in Nepal). *Sipahi, 51*(52), 107-113.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. (2002). *Searching for peace: The road to transcend*. London: Pluto Press.

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

Otomar, J., & Wehr, P. (2008). *Using conflict theory*. USA: Cambridge University Press.

Upadhyaya, P., & Kumar, S. S. (2014). *Peace and conflict: The South Asian experience*. India: Cambridge University Press.

Wallensteen, P. (2003). *Understanding conflict resolution: War, peace and the global system* (pp. 31-47). London: Sage Publications.

Unit II: Social Conflict Theories　　　　　　　　　　　　　**12 Hours**
　　a.　Structural Conflict Theory
　　b.　Power Dynamics
　　c.　Greed and Grievance
　　d.　Horizontal Inequality
　　e.　Group Conflict Theory

Suggested Readings

Balasundaram, N. (2008). Causes and consequences of ethno-political conflict in Sri Lanka. In S. Shekhawat, & D. A. Mahapatra (Eds.), *Afro-Asian conflicts: Changing contours, costs and consequences*. New Delhi: New Century Publication.

Blattman, C. (2022). *Why we fight: The roots of war and the paths to peace*. Penguin Publishing Group.

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

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

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

McNeese, T. (2005). *Political revolutions of the 18th, 19th, and 20th centuries*. USA: Chelsea House Publishers.

McWilliams, W. C., & Piotrowski, H. (2005). *The world since 1945: A history of international relations*. New Delhi: Viva Books.

UNEP (2004). *Understanding environment, conflict, and cooperation*. Nairobi, Kenya: United Nations Environment Programme.

Upadhyaya, P., & Kumar, S. S. (2014). *Peace and conflict: The South Asian experience*. India: Cambridge University Press.

Upreti, B. R. (2006). *Armed conflict and peace process in Nepal: The Maoist insurgency, past negotiation and opportunities for conflict transformation*. New Delhi: Adroit Publishers.

Wallensteen, P. (2003). *Understanding conflict resolution: War, peace and the global system* (pp. 31-47). London: Sage Publications.

Wolff, S. (2006). *Ethnic conflict: A global perspective*. New York: Oxford University Press.

Unit III: Approaches to Conflict Analysis   **10 Hours**
    a. Conflict Dynamics Approach
    b. Basic Need Approach
    c. Rational Calculation Approach
    d. Triple R and Triple M Approach
    e. Conflict Mapping Techniques

Suggested Readings

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

Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). (2006). *The handbook of conflict resolution: Theory and practice*. USA: Jossey-Bass.

Goodhand, J. (2001). *Conflict assessments1. A synthesis report: Kyrgyzstan, Moldova, Nepal and Sri Lanka.* Kings College London: The Conflict, Security and Development Group.

Ohlson, T. (2008). Understanding causes of war and peace. *European Journal of International Relations, 14*(1), 133-160. https://doi.org/10.1177/1354066107087765

Wallensteen, P. (2003). *Understanding conflict resolution: War, peace and the global system* (pp. 31-47). London: Sage Publications.

Unit IV: Theoretical Concept on Resolving Conflict   **8 Hours**
    a. Conflict Management School
    b. Conflict Resolution School
    c. Complementary School
    d. Conflict Transformation School

Suggested Readings

Butler, M. J. (2012). *International conflict management*. India: Routledge.

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

Lederach, J. P. (2003). *The little book of conflict transformation.* Intercourse, PA: Good Books.

Miall, H., Ramsbotham, O., & Woodhouse, T. (2005). *Contemporary conflict resolution.* Cambridge: Polity Press.

Unit V: Global Initiatives in Conflict Management   **8 Hours**
   a. UN, Regional organizations and NGOs in Conflict Management
   b. Conflict Prevention and Early Warning in Practice
   c. Humanitarian Intervention
   d. Case Studies – South Asia, Arab Uprising, Columbia, Rwanda
   e. UN and Armed conflict in Nepal (1996-2006)

Suggested Readings

Ackermann, A. (2003). The idea and practice of conflict prevention. *Journal of Peace Research, 40*(3), 339-347. https://doi.org/10.1177/0022343303040003006.

Butler, M. J. (2012). *International conflict management*. India: Routledge.

Jentleson, B. W. (1996). *Preventive diplomacy and ethnic conflict: Possible, difficult, necessary.* IGCCPolicy Paper # 27 http://escholarship.org/uc/item/2tp1m760.

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

Naraghi A., & Nyheim, D. (1999). Preventing future wars: State of the art conflict early warning systems. *Conflict Trends, 1999*(1), 20-22. https://hdl.handle.net/10520/EJC15556.

Reychler, L. (2003). Proactive conflict prevention: Impact assessment*? The International of Peace Studies, 3*(2). http://www.gmu.edu/programs/icar/ijps/vol3_2/reychler.htm.

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

National Security

CPDS 502   **Credit Hours: 3**
Paper: II   **Teaching Hours: 48**

Objectives
This course is intended to provide comprehensive concept and theories on National Security. The course will also familiarize the students with the application of knowledge in the field of dimensions of national security, factors affecting national security, challenges associated with modern security system and security status in the region. Additionally, students will learn to analyze and differentiate threats, both perceived and real to national security.

Unit I: Understanding of National Security   10 Hours
    a. Key Concepts and understanding of National Security
        i. Nation; State and Nation-State, Nationalism, National Power and National Security
        ii. Balance of Power, Deterrence, Brinkmanship
        iii. Collective Security, Common Security, Comprehensive Security,
        iv. Neutrality, Nonalignment,
        v. Human Security, Maritime Security and Coastal Security
        vii. Privacy and data Security
    b. Meaning and Importance of National Interest
    c. Concept of Sovereignty and Its Importance
    d. Determining factors of Internal and External Security

Suggested Readings

Acharya, M. R. (25 June 2023). *Safeguarding Nepal's national interests: Foreign policy choices in the changing international environment*. Professor Yadu Nath Khanal Lecture Series Second Edition, 2023. Ministry of Foreign Affairs, Kathmandu.

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

Buzan, B, & Hansen, L. (2009). *The evolution of international security studies*. Cambridge: Cambridge University Press. https://doi:10.1017/CBO9780511817762

Collins, A. (2022). *Contemporary Security Studies* (6th ed.). UK: Oxford University Press.

Hughes, C. W., & Lai, Y. M. (Eds). (2011). *Security studies: A reader*. Routledge & CRC Press.

Morgan, P. M. (2003) National and international security: Theory then, theory now. *Asian Journal of Political Science, 11*(2), 58-74. https://DOI: 10.1080/02185370308434227

Shrestha, A. P., & Adhikari, P. (Eds.). (2009). *Nepal's national interest*. Kathmandu: Sangam Institute.

Unit II: Dimensions of National Security   10 Hours
    a. Constitutional Provisions on National Security
    b. Role of Legislature and Executive in Formulating National Security Policy
    c. National Security Policy formulation process and International Practices
    d. National Security Structures and Apparatus
    e. Role and Limitations of Oversight Agencies
    f. Role of Non-State Actors

Suggested Readings

Bhandari, K. B. (2022). *National security and the state: A focus on Nepal*. Kathmandu: Nepalaya.

Cole, E., Eppert, K., & Kinzelbach, K. (2008). *Public oversight of the security sector: A handbook for civil society organizations*. DCAF and UNDP.

Government of Nepal (2016/2019). *National security policy*. Ministry of Defence. Singh Durbar, Kathmandu.

Jindal, N. (2002). Changing dimensions of national security. *India Quarterly: A Journal of International Affairs, 58*(3/4), 93-112. https://doi.org/10.1177/097492840205800303.

Nepal Law Commission (2015). *The Constitution of Nepal*.

Unit III: Geo-Politics and National Security   8 Hours
   a. Concept of Geo-politics
   b. Evolution of Geopolitical thought since 19th century (Organic theory of state, sea power theory, land power theory, Rim land theory and German Geopolitik)
   c. Geo-politics During the Cold war and post-cold war era
   d. Nepal's Geo-Strategic Importance

Suggested Readings

Chapman, G. P. (2009). *The geopolitics of South Asia: From early empires to the nuclear age*. USA: Ashgate Publishing.

Cohen, S. B. (2015). *Geopolitics: The geography of international relations*. Rowman and Littlefield: USA.

Gray, C. S., & Sloan, G. (Eds.). (2000). *Geopolitics, geography and strategy*. Routledge.

Jelínková, K. (2023). Marshall, Tim: Prisoners of geography: Ten maps that tell you everything you need to know about global politics. Elliott and Thompson, 2015. *Bratislava Law Review, 7*(2), 243-246. https://doi.org/10.46282/blr.2023.7.2.768.

Kaplan, R. D. (2012). *The revenge of geography: What the map tells us about coming conflicts and the battle against fate*. Random House.

Khatri, S. K. (1987). *Regional security in South Asia*. Kathmandu: Centre for Nepal and Asian Studies (CNAS), Tribhuvan University.

Rose, L. E. (1971). *Nepal strategy for survival*. Bombay: Oxford University Press.

Unit IV: Challenges of Modern Security System   10 Hours
   a. Arms Proliferation and Arms Trade
   b. Weapons of Mass Destruction (Nuclear, Chemical and Biological Weapons)
   c. Terrorism and Counter Terrorism
   d. Insurgency and Counter Insurgency
   e. Ethnic Conflict/Identity Conflicts/Religious Conflicts
   f. Cyber Threats and Security
   g. Artificial Intelligence and Security

Suggested Readings

Bugos, S. (2023). *Arms control tomorrow: Strategies to mitigate the risks of new and emerging technologies: An armed control association report*. Washing DC: Arms Control Association.

Cavelty, M. D., & Mauer, V. (2009). *The Routledge handbook of security studies*. Abingdon: Routledge. (elected chapters; 11, 12, 16 and 21)

Hynek, N., & Solovyeva, A. (Eds.). *Militarizing artificial intelligence: Theory, technology, and regulation*. Routledge.

Reveron, D. S. (2012). *Cyberspace and national security: Threats, opportunities, and power in a virtual world*. Georgetown University Press.

Street, T. (2023). *The politics of nuclear disarmament obstacles to and opportunities for eliminating nuclear weapons*. Routledge.

Williams, P. D., & McDonald, M. (2023). *Security studies: An introduction* (4th ed.). Routledge.

Unit V: National Security- Nepal and South Asian Context   **10 Hours**
  a. Historical Dimension of National Security in Nepal
  b. National Security Policy of Nepal
  c. Factors affecting to national security in Nepal
  d. Security in post conflict environment-DDR and SSR
  e. Case studies of National Security (i.e. India, Pakistan, Bangladesh, Sri Lanka)

Suggested Readings

Banerjee, D. (Ed). (2000). *Security studies in South Asia: Change and challenge*. New Delhi: Manohar Publishers and Distributors.

Bhattarai, R., & Sharma Wagle, G. (Eds.). (2010). *Emerging security challenges of Nepal*. Kathmandu: Nepal Institute for Policy Studies.

Ganguly, S., & Mistry, D. (Eds.). (2022). *Enduring and emerging issues in South Asian security*. Brookings Institution Press.

Khanal, R., & Adhikari, P. (Eds.). (2009). *National security of Nepal*. Kathmandu: Sangam Institute.

Gender, Peace and Development Studies

CPDS 503
Paper: III

Credit Hours: 3
Teaching Hours: 48

Objectives

The aim of this unit is twofold. First, it aims to familiarize students with basic conceptual, theoretical and methodological aspects and contemporary issues of gender studies. Second, it aims to equip students with knowledge of gender dimension of conflict, peace and development.

Unit I: Conceptual Underpinnings   10 Hours

   a.   Social construction of gender
       i.   Concept of Sex, Gender and Gender Relations
       ii.   WID, WAD and GAD Approaches
       iii.   Patriarchy as a system and structure
   b.   Theoretical Perspectives on the Formation of Gender
       i.   Socialization and the formation of Gender Identity: Socialization across the life course
       ii   Gender in Cross-cultural Perspective
       iii.   Gender Analysis
   c.   Feminist Theories
       i.   Feminist Theories: Liberal feminism, Marxian feminism, Radical feminism, Socialist feminism
       ii.   Issues of Feminist Epistemology

Suggested Readings

Acharya, M. (1994). Political participation of women in Nepal. In Nelson, B. J., & Chowdhury, N. (Eds.), *Women and politics worldwide* (pp. 479-495). New Heaven USA: Yale University Press.

Brettelle, C., & Sargent, F. S. (Eds.). (1997). *Gender in cross-cultural perspective* (pp. 255-265, 266-270). Texas: Prentice Hall.

Cook, J. A., & Fonow, M. M. (1986). Knowledge and women's interests: Issues of epistemology and methodology in Feminist sociological research. *Sociological Inquiry, 56*(1), 2-29. https://doi.org/10.1111/j.1475-682X.1986.tb00073.x.

DFID Nepal. (2006). *Unequal citizens: Gender, caste and ethnic exclusion in Nepal* (pp. 39-44). DFID; The World Bank.

Harding, S. (1987). Epistemological questions. In S. Harding (Ed.), *Feminism and methodology* (pp. 181-190). Indiana University Press.

Kondos, V. (2004). *On the ethos of Hindu women: Issues, taboos and forms of expression*. Kathmandu: Mandala Publications.

March, C., Smyth, I., & Mukhopadhyay, M. (1999). *A guide to gender analysis frameworks*. Oxfam GB.

Mittra, S., & Kumar, B. (Eds.). 2004. *Encyclopaedia of women in South Asia*. Delhi: Kalpaz Publications.

Richter, L. K. (1990). Exploring theories of female leadership in South and Southeast Asia. *Pacific Affairs, 63*(4), 524-540. https://doi.org/10.2307/2759914.

Ritzer, G. (1996). *Modern sociological theory* (pp. 447-496). New Delhi: McGraw Hill Company.

Sen, A. (2001). The many faces of gender inequality. *The New Republic*, *225*(12), 35-41.

Yuval-Davis, N. (1996). Women and the biological reproduction of "the nation". *Women's Studies International Forum, 19*(1-2), 17-24. https://doi.org/10.1016/0277-5395(95)00075-5.

Unit II: Gender and Development approaches   **6 Hours**
   a. Eco Feminism and Deep Ecology
   b. Intersectionality and power dynamics
   c. Equity and transformation
   d. Gender mainstreaming strategy for promoting gender equality

Suggested Readings

Adams, R. (2008). *Empowerment, participation and social work*. New York: Palgrave Macmillan.

Bhadra, C. (2001). Gender and development: Global debate on Nepal's development agenda. *Contribution to Nepalese Studies, 28,* (1), 95-107. CNAS/TU.

Cornwall, A., & Edwards, J. (2014). *Feminisms, empowerment and development: Changing women's lives*. London: Zed Books.

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness.* Mahwah, New Jersey: Paulist Press.

Greiner, L. E., & Schein, V. E. (1988). *Power and organization development: Mobilizing power to implement change*. Ft Pr.

Kabeer, N. (1999). Resources, Agency, achievements: reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435–464. https://doi.org/10.1111/1467-7660.00125

Mies, M., & Shiva, V. (2014). *Ecofeminism*. Ireland: Zed Books.

Narayan, D. (Ed.). (2005). *Measuring empowerment: Cross-disciplinary perspectives (Trade and development)*. The World Bank

Narayan, D. (Ed.). (2008). *Moving out of poverty: The promise of empowerment and democracy in India*. The World Bank.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*(1), 1-25. https://DOI:10.1007/BF00896357

World Bank (2012). *World development report 2012: Gender equality and development*. Washington DC: World Bank.

Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community levels of analysis. In J. Rappaport, & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-59). New York: Kluwer Academic/Plenum Publishers.

Unit III: Gender and Armed Conflict   **8 Hours**
   a. Gender dimensions, relations and armed conflict
   b. Gender based violence
   c. Gendered Impact of Armed Conflict: Case Studies of South Asia (Nepal, Pakistan, Afghanistan and Sri Lanka

Suggested Readings

Cockburn, C. (2001). *The gendered dynamics of armed conflict and political violence*. In O. N. Moser, & F. C. Clark (Eds.), *Victims, perpetrators or actors?: Gender, armed conflict and political violence* (pp. 13-29). New York: Zed books.

Dutta, A, & Goswami Vernal, T. (2009). *Women rebels: Stories from Nepal and Nagaland*. New Delhi: Akansha Publishing House.

El-Bushra, J. (2001). Fused in combat: Gender relations and armed conflict. In H. Afshar, & D. F. Eade (Eds.), *Development, women and war: Feminist perspectives* (pp. 151-171). Oxfam, Oxford.

McKay, S. (1998). The effects of armed conflict on girls and women. *Peace and Conflict: Journal of Peace Psychology*, *4*(4), 381-392. http://dx.doi.org/10.1207/s15327949pac0404_6.

West, H. G. (2000). Girls with guns: Narrating the experience of war of FRELIMO's female detachment. *Anthropological Quarterly,* 73(4), 180-194. https://DOI:10.1353/anq.2000.0015.

Yami, H. (2007). *People's war and women's liberation in Nepal*. Kathmandu: Janadhwani Publication.

Unit IV: Gender, Peace and International Conventions   8 Hours
  a. Culture of Peace
  b. Women's Role in Peace Process
  c. CEDAW
  d. UNSCR 1325 and 1820
  e. Beijing Platform 1995

Suggested Readings

Anderlini, S. N. (2008). *Women building peace: What they do, why it matters*. New Delhi: Viva Books.

Benerjee, P. (Ed.). (2008). *Women in peace politics*. New Delhi: Sage Publications.

*CEDAW Report C*ommittee on the Elimination of Discrimination against Women presented on 12-30 January 2004 in NY.

Convention on Elimination of All Forms of Discrimination against Women, http://www.un.org/womenwatch/daw/cedaw/cedaw.htm

Skjelsbæk, I., & Smith, D. (Eds.). (2001). *Gender, peace and conflict*. London: Sage Publications.

The Interim Constitution of Nepal, 2063 (2007), As Amended by the First to Sixth Amendment, Fundamental Rights.

UN Secretary General's Report on Women, Peace and Security.

http://www.usip.org/gender_peacebuilding/about_UNSCR_1325

https://www.consilium.europa.eu/uedocs/cmsUpload/Presentation_Madhu_Regmi.pdf

http://www.icrc.org/eng/assets/files/other/irrc-877-barrow.pdf

http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm

Unit V: Gender and Economy   8 Hours
  a. Changing Livelihood Strategies – Changing Labour Market Prospects
  b. Women Participation in Labour Market
  c. Gender Division of Labor and New Skills in South Asia

Unit VI: Gender and Law in South Asia   8 Hours
  a. Gendered Analysis of Law in South Asia (Nepal, Sri Lanka, Pakistan and Afghanistan)
  b. Property Law and Women in Nepal, Sri Lanka, Pakistan and Afghanistan
  c. Reproductive Rights
  d. Case study of South Asian countries - term papers

Suggested Readings

Agarwal, B., (1998). Land rights for women: Making the case. *A field of one's own: gender and land rights in South Asia* (pp. 27-45). Cambridge University Press.

Center for Reproductive Rights. (2004). *Women of the world: Laws and policies affecting their reproductive lives South Asia* (pp. 10-25, 115-124 (Nepal), 202-234 (Sri Lanka)). https://reproductiverights.org/women-of-the-world-laws-and-policies-affecting-their-reproductive-lives-south-asia/

Chitrakar, J. (2009). Women's land rights: A significant step towards ending violence against women. *Land First, Occasional Land Rights Journal,* 34-38.

Malla, S. P. (2001), Property right of Nepalese women: Gender and democracy in Nepal. Friedrich Ebert Stiftung. http://www.nepaldemocracy.org/gender/property_rights.htm

Human Rights and International Humanitarian Law

CPDS 504   **Credit Hours: 3**
Paper: IV   **Teaching Hours: 48**

Objectives
    a. To understand the foundational concepts of human rights and international humanitarian law.
    b. To analyze the interplay between human rights law and humanitarian law, including areas of convergence and tension.
    c. To identify the key instruments, institutions, and mechanisms for the protection and enforcement of human rights and humanitarian law.
    d. To evaluate the effectiveness of international and regional systems in addressing human rights violations and breaches of humanitarian law.

Unit I: Introduction to Human Rights and International Humanitarian Law   8 Hours
    a. Meaning, Concepts and Fundamental Principles of Human Rights
    b. Meaning, Concepts and Fundamental Principles of International Humanitarian Laws
    c. Universalism vs Relativism in Human Rights
    d. Interaction and Differences between International Human Rights and International Humanitarian Laws

Suggested Readings

Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.

Henckaerts, J.-M., & Doswald-Beck, L. (2005). *Customary international humanitarian law* (Vol. 1). Cambridge University Press.

Kolb, R., & Hyde, R. (2008). *An introduction to the international law of armed conflicts*. Hart publishing.

Melzer, N. (2016). *International humanitarian law: A comprehensive introduction*. ICRC.

Moeckli, D., Shah, S., & Sivakumaran, S. (Eds.). (2018). *International human rights law* (3rd ed.). Oxford University Press.

Provost, R. (2002). *International human rights and humanitarian law*. Cambridge University Press.

Rehman, J. (2010). *International human rights law* (2nd ed.). Pearson Education.

Shelton, D. (Ed.). (2013). *The Oxford handbook of international human rights law*. Oxford University Press.

Unit II: Historical Evolutions of Human Rights and International Humanitarian Laws   14 Hours
    a. Historical Evolution of International Human rights
       • The Universal Declaration of Human Rights
       • International Covenant on Civil and Political Rights
       • International Covenant on Economic, Social and Cultural Right
       • Rights to Development
    b. Core International Human Rights Instruments
       • Universal Declaration of Human Rights 1948
       • International Convention on the Elimination of All Forms of Racial Discrimination 1965
       • International Covenant on Civil and Political Rights 1966
       • International Covenant on Economic, Social and Cultural Rights 1966

- Convention on the Elimination of All forms of Discrimination against Women 1979
- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment 1984
- Convention on the Rights of the Child 1989
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families 1990
- International Convention for the Protection of All Persons from Enforced Disappearance 2006
- Convention on the Rights of Persons with Disabilities 2006

c. Historical Evolution of International Humanitarian Laws
- Protection of Wounded and Sick in the Armed Forces in the Field
- Protection of the Members of the Armed Forces at the Sea
- Protection of Civilians
- Protection of Prisoners of War
- Protection of the Cultural Properties

Suggested Readings

Alexander, A. (2015). A short history of international humanitarian law. *European Journal of International Law, 26*(1), 109-138. https://doi.org/10.1093/ejil/chv002.

Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.

Forsythe, D. P. (2012). *Human rights in international relations* (3rd ed.). Cambridge University Press.

Henckaerts, J.-M., & Doswald-Beck, L. (2005). *Customary international humanitarian law* (Vol. 1). Cambridge University Press.

Moeckli, D., Shah, S., & Sivakumaran, S. (Eds.). (2018). *International human rights law* (3rd ed.). Oxford University Press.

Schabas, W. A. (2017). *An introduction to the international criminal court* (5th ed.). Cambridge University Press.

Shelton, D. (Ed.). (2013). *The Oxford handbook of international human rights law*. Oxford University Press.

Unit III: Enforcement Mechanisms and Institutions   12 Hours

a. Institutions
- International human rights institutions (e.g., UN Human Rights Council, International Court of Justice)
- International criminal justice bodies (e.g., International Criminal Court, ad hoc tribunals including Tokyo, Nuremberg, ICTY, ICTR, and Sierra Leone)
- Regional human rights systems (e.g., European, Inter-American, African human rights systems)
- National human rights systems

b. Mechanisms
- Charter based Mechanism of International Human Rights Instruments
- Treaty based Mechanism of International Humanitarian
- Domestication of International Human Rights Instruments
- Legislative, Executive and Judicial Measures for Implementation

c. Roles of Media, I/NGOs, Civil Society and Various Organizations (International and National)

Suggested Readings

Alexander, A. (2015). A short history of international humanitarian law. *European Journal of International Law, 26*(1), 109-138. https://doi.org/10.1093/ejil/chv002.

Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.

Henckaerts, J.-M., & Doswald-Beck, L. (2005). *Customary international humanitarian law* (Vol. 1). Cambridge University Press.

Moeckli, D., Shah, S., & Sivakumaran, S. (Eds.). (2018). *International human rights law* (3rd ed.). Oxford University Press.

Provost, R. (2002). *International human rights and humanitarian law*. Cambridge University Press.

Unit IV: Contemporary Issues in International Law   **8 Hours**
    a. Economic Globalization and Human Rights
    b. Business, Trade, Aid and Human Rights
    c. Internet, Technological Innovation and Human Rights
    d. Terrorism and human rights
    e. Gender and human rights
    f. Rights of refugees and internally displaced persons
    g. Child soldiers and the protection of children in armed conflicts

Suggested Readings

Henckaerts, J.-M., & Doswald-Beck, L. (2005). *Customary international humanitarian law* (Vol. 1). Cambridge University Press.

Kiley, D. (2009). Civilizing globalization human rights and the global economy. Cambridge.

Moeckli, D., Shah, S., & Sivakumaran, S. (Eds.). (2018). *International human rights law* (3rd ed.). Oxford University Press.

Provost, R. (2002). *International human rights and humanitarian law*. Cambridge University Press.

Riedel, E., Giacca, G., Golay, C. (2015). *Economic social and cultural rights in international law: Contemporary issues and challenges*. Oxford University Press.

Unit V: Future of Human Rights and Humanitarian Law   **6 Hours**
    a. Humanity law and the Future of International law
- The Ambit of Humanity Law
- Protecting Humanity
- A Humanity law of people

    b. Non-state actors and international law
    c. Transitional justice and mechanisms for accountability

Suggested Readings

Clapham, A. (2006). *Human rights obligations of non-state actors*. Oxford University Press.

Gilmour, A. (2020). *The future of human rights: A view from the United Nations*. United Nations.

Orford, A. (2003). *Reading humanitarian intervention: Human rights and the use of force in international law*. Cambridge University Press.

Roht-Arriaza, N., & Mariezcurrena, J. (Eds.). (2006). *Transitional justice in the twenty-first century: Beyond truth versus justice*. Cambridge University Press.

Teitel, R. G. (2011). *Humanity's Law*. Oxford University Press.

United Nations Office of the High Commissioner for Human Rights. (2014). *Rule-of-law tools for post-conflict states: Transitional justice and economic, social and cultural rights*. United Nations.

Research Methodology

CPDS 505   **Credit Hours: 3**
Paper: V   **Teaching Hours: 48**

Objectives
    a. To make students familiarize with the concepts of social research, philosophies, theories and perspectives specifically in peace and conflict research.
    b. To provide students with basic tools for designing and conducting empirical research in conflict, peace and development studies.
    c. To equip students with techniques to prepare a MA dissertation on the issues related to conflict, peace and development studies.

Unit I: Introduction   10 Hours
    a. Science, social science and social science research
    b. Conflict, Peace and Development as social science
    c. Conceptual Understanding of the Evolution of Social Sciences research philosophy: Theological Precepts, Rationalism, Empiricism, Natural Philosophy, German Idealism, Positivism, Anti-positivism, Interpretivism, Constructivism, Post-Positivism, and Critical Social Science Research
    d. Concept and Evolution of Conflict and Peace Research
    e. Philosophical paradigms and research strategy: Ontology, Epistemology, Axiology, Rhetorics, Methodology, and Methods.

Suggested Readings

Bhattacherjee, A. (2012). *Social science research: Principles, methods, and practices.* USF Open Access Textbooks Collection. Book 3.

Galtung, J. (1996). *The 25 agendas of peace research*. Oslo: Transcend.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Oommen. T. K. (2012). Methods and methodological issues in the analysis of social movements: An overview. *Contributions to Nepalese Studies, 39*(Special Issue 2012), 1-20. Kathmandu: CNAS, Tribhuvan University.

Wallensteen, P. (2001). *The growing peace research agenda*. Kroc Institute Occasional Paper #21: OP: 4.

Unit II: Basic Concepts: Language of Research   10 Hours
    a. Research problem and research questions
    b. Research objectives
    c. Conceptual framework
    d. Concepts, and variables
    e. Hypothesis and Causality
    f. Literature review,
    g. Methodology
    h. Measurement
    i. Reliability and validity
    j. Induction and deduction reasoning.
    k. Citation and referencing

Suggested Readings

Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approaches*. New Delhi: Sage Publications.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Unit III: Designing Research   10 Hours

    a. Research Design: Meaning, Fundamental Features, Types, Strengths and Limitations

    b. Qualitative, Quantitative and Triangulation Approaches

    c. Various research designs: Exploratory Research, Descriptive Research, Experimental Research, Longitudinal Research, Field Research, Survey Research, Non-reactive Secondary Research, and Comparative Research Designs.

    d. Preparing a research proposal

Suggested Readings

Baker, T. L. (1990). *Doing social research* (3rd ed.). New Delhi: McGraw-Hill College.

Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods Approaches*. New Delhi: Sage Publications.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Unit IV: Data Generation and Analysis: Qualitative and Quantitative   12 Hours

    a. Selection of research site

    b. Universe, population and sample size

    c. Sampling

    d. Measurement tools preparation (Questions, checklist, guidelines and appropriate data collection framework preparation)

    e. Qualitative data collection methods: interview, case study, observation, focus group discussion, archival secondary data, qualitative content analysis

    f. Quantitative data collection methods: survey, experiments, quantitative content analysis, and quantitative assessments

    g. Measurement tool preparation (questionnaire/questions, guidelines and appropriate data collection framework preparation)

    h. Conducting field work: field notes: jotted notes, observation notes, interview transcripts, researcher's inference notes, analytic notes, personal notes.

    i. Qualitative data analysis methods: Narrative analysis, grounded theory method, discourse analysis, phenomenology, and interpretive analysis (Process and interpretation only)

    j. Quantitative Data analysis techniques: univariate, bivariate and multivariate analysis

    k. Research ethics

Suggested Readings

Diani, M. (2012). Attributes, relations, or both? Exploring the relational side of collective action. *Contributions to Nepalese Studies, 39*(*Especial Issue 2012*), 21-44.Kathmandu: CNAS, Tribhuvan University.

Gellner, D. N., & Hirsch, E. (Eds.). (2001). *Inside organizations: Anthropologists at work*. Oxford: Berg.

Gupta, S. C. (1999). *Fundamental of statistics.* New Delhi: Himalayan Publishing House.

Karki, M. B. (2012). Assessing activists' motivation but how? *Contributions to Nepalese Studies,* (Especial Issue 2012), 85-121.Kathmandu: CNAS, Tribhuvan University.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2003). *Qualitative research practice: A guide for social science students and researchers*. Sage.

Unit V: Writing and Dissemination of Research Outputs   **6 Hours**
   a. MA Thesis/Dissertation; introduction, literature review, methodology, analytical chapter (based on research questions/objectives)-data analysis, summary and conclusion, references
   b. Synthesis Writing
   c. Writing Specific Literature Reviews: Annotated Bibliography, Narrative Review, Systematic Review, Scoping Review, Methodological Review, Metanarrative Review
   d. Journal articles; title, abstract, key words, introduction, research questions/objectives, research methodology, analytical section (based on research questions/objectives), conclusion, references
   e. Publishing journal article and research report

Suggested Readings

American Psychological Association. (2007). *Publication manual of the American Psychological Association* (6th ed.). APA.

Campbell, J., G., Shrestha, R., & Stone, L. (2011). *The use and misuse of social science research in Nepal.* Kathmandu: Mandala Book Point.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly,30*(2), 201-230. https://doi.org/10.2307/3588141.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104*, 333-339. https://doi.org/10.1016/j.jbusres.2019.07.039

CPDS 551   **Credit Hours: 3**
Paper: VI   **Teaching Hours: 48**

Objectives

The courses is intended to provide students with a broad based understanding of peace studies, which will constitute both a foundation for further study and a point of connection to the knowledge and approaches of the different disciplines.

Unit I: Concept and Theories on Peace   **8 Hours**
    a.   Concept of Peace Studies
    b.   The History and Evolution of Peace Studies
    c.   Liberal Peace Thesis
    d.   Galtung's Positive Peace Theory

Suggested Readings

Barash, D. P., & Webel, C. P. (2002). *Peace and conflict studies*. New Delhi: Sage Publication.

Forrester, D. B. (2003). Violence and non-violence in conflict resolution: Some theological reflections. *Studies in Christian Ethics*, *16*(2), 64-79. https://DOI10.1177/095394680301600205.

Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. London: Sage Publication.

Gene Sharp – Leaflet on: *198 Methods of Nonviolent Actions http://www.aeinstein.org/organizations/org/198_methods.pdf*

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

Karatnycky, A., & Ackerman, P. (2005). How freedom is won: From civil resistance to durable democracy. https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/How-Freedom-is-Won..From-Civic-Resistance-to-Durable-Democracy.pdf

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

Sandy, L. R., & Perkins, R. (2002). The nature of peace and its implications for peace education. *OJPCR: The Online Journal of Peace and Conflict Resolution, 4*(2), 1-8. http://www.trinstitute.org/ojpcr/4_2natp.pdf

Timalsina, R. (2021). Dichotomies in Understanding of Peace in Nepal. *Journal of APF Command and Staff College, 4*(1), 77–90. https://doi.org/10.3126/japfcsc.v4i1.34138

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

Unit II: Peace and Non-violence   **10 Hours**
    a.   Non-violence: Overview, History and Present Impacts
    b.   Civil Resistance: Power, Consent and Disobedience
    c.   Peace Movements
    d.   Examples of Nonviolence Resistance – Nepal, India, South Africa, Poland

Suggested Readings

Gene Sharp – Leaflet on: *198 methods of nonviolent actions http://www.aeinstein.org/organizations/org/198_methods.pdf*

Gene Sharp - Leaflet on: *Correcting common misconceptions about nonviolent actions*http://www.aeinstein.org/organizations/org/misconceptions.pdf

Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies.*

Washington DC: United States Institute of Peace.

Paris, R. (2004). *At war's end: Building peace after civil conflict*. New York: Cambridge University Press.

Sharp, G. (2003). *There are realistic alternatives.* Cambridge, MA: Albert Einstein Institute http://www.aeinstein.org/organizations/org/TARA.pdf

USIP Report - *Strategic non-violent conflict: Lesson learned from the past, ideas for the future*. http://www.usip.org/files/resources/sr87.pdf

Weber, T. (2001). Gandhian philosophy, conflict resolution theory and practical approaches to negotiation. *Journal of Peace Research*, *38*(4), 493–513. https://doi.org/10.1177/0022343301038004006.

Zunes, S. (1999). The origin of people power in the Philippines. In S. Zunes, S. B. Asher, & L. R. Kurtz (Eds.), *Nonviolent social movements: A geographical perspective* (pp. 129-157). Malden: Blackwell Publishing.

Unit III: Political Transitions and Peace Processes   **12 hrs**
    a. Ceasefire Arrangements and Implementation of Agreements
    b. Disarmament, Demobilisation and Reintegration (DDR) and Security Sector Reform
    c. Department of Political Affairs (DPA)
    d. Department of Peacekeeping Operations – Peacekeeping / Peacemaking / Peace Enforcement / Hybrid-Robust Peacekeeping / Peacebuilding
    e. Establishing the Rule of Law

Suggested Readings

Bhandari, C. (2015). The reintegration of Maoist ex-combatants in Nepal. *Economic and Political Weekly, 50*(9), 63–68. http://www.jstor.org/stable/24481517

Bhandari, C. (2024). Reflection on past assumptions vs Present realities of social reintegration in Nepal. In R. Mainali, & P. Bhattarai (Eds.), *Nepal's peace process: Issues and challenges* (pp. 85-99). Routledge.

Bhandari, R. K. (2015, October 6). Transitional justice in Nepal: The perspective of the victims. JusticeInfo.net. https://www.justiceinfo.net/en/2384-transitional-justice-in-nepal-the-perspective-of-the-victims.html

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

Paris, R. (2004). *At war's end: Building peace after civil conflict*. New York. Cambridge University Press.

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

Sapkota, B. (Ed.). (2009). *The Nepali security sector: An Almanac*. Hungary: Brambauer Publishers.

Stedman, S. J., Rothchild, D., & Cousens, E. M. (Eds.). (2002). *Ending civil wars: The implementation of peace agreements*. USA: Lynne Rienner Publishers.

Thapa, M. (2009). Role of civil society and political party in current nation/state building process in Nepal. In B. P. Poudel, & H. B. Jha (Eds.), *The new dynamics of conflict in Nepal* (pp. 33-53). Kathmandu: The National Advisory Council of South Asian Affairs & Friedrich Ebert-Stiftung.

Upreti, B. R. (2006). *Armed conflict and peace process in Nepal: The Maoist insurgency, past negotiation and opportunities for conflict transformation*. Adroit Publishers: New Delhi.

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

Unit IV: Post-Conflict Development Activities   **8 Hours**
    a. Arrangements for Political Power Sharing and Legal Frameworks
    b. Assistance to victims of Conflict – IDP / Refugees / Vulnerable Groups – Women and Children
    c. Ensuring Inclusiveness

Suggested Readings

Bhandari, C. (2019). Social dialogue: A tool of social reintegration and post-conflict peacebuilding in Nepal. *Asian Journal of Peacebuilding, 7*(1), 143–160. https://doi.org/10.18588/201905.00a062

Jarstad, A. K., & Sisk, T. D. (2008). *From war to democracy: Dilemmas of peacebuilding*. Cambridge.

Jeong, H. (2006). *Peacebuilding in post conflict societies: Strategy and process*. New Delhi: Viva Books.

Junne, G., & Verkoven, W. (2006), *Post conflict development: Meeting new challenges*. New Delhi: Viva Books.

Unit V: Ethics in Peace Action   **10 Hours**
    a. Urban Peace building
    b. Humanitarian Negotiation
    c. Mediation during the crisis

Suggested Readings

Bercovitch, J. (2016). Summary of "Mediation in international conflict: An overview of theory: A review of practice. *Beyond Intractability*. https://www.beyondintractability.org/artsum/bercovitch-mediation#:~:text=Bercovitch%20defines%20mediation%20as%20%22%20a,to%20change%20their%20perceptions%20or

Gordon-Gibson, A. (2023 August 30). *Examining the ethics of humanitarian mediation*. NCHS. https://www.humanitarianstudies.no/examining-the-ethics-of-humanitarian-mediation.

Grace, R. (2020). The humanitarian as negotiator: Developing capacity cross the aid sector. *Negotiation Journal, 36*(1), 13–41. https://doi.org/10.1111/nejo.12307

Grimaud, J. (2023). *Protecting civilians through humanitarian mediation*. Humanitarian Practice Network. Network. https://odihpn.org/publication/protecting-civilians-through-humanitarian-mediation

Paris, R. (2004). *At war's end: Building peace after civil conflict*. New York. Cambridge University Press.

Roepstorff, K., & Lidén, K. (2023). *Humanitarian mediation: Conceptual and ethical explorations*. NCHS Paper: 12. Bergen: Norwegian Centre for Humanitarian Studies. https://www.prio.org/publications/13594

Sisk, T. D. (2008). From war to democracy: Dilemmas of peacebuilding. Cambridge: Cambridge University Press.

Stedman, S. J., Rothchild, D., & Cousens, E. M. (Eds.). (2002). *Ending civil wars: The implementation of peace agreements*. USA: Lynne Rienner Publishers.

Culture and Society of Nepal

CPDS 552
Paper: VII

Credit Hours: 3
Teaching Hours: 48

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 on the theory of culture on one side and cultural institutions of the host country on the other.

Unit I: Introduction to Culture   8 Hours
    a. Concept of Culture
    b. Elements of Culture
    c. Characteristics of Culture
    d. Evolution of Culture

Suggested Readings

Haviland, W. A. (1974) *Anthropology*. New York: Holt, Reinhart and Winston.

Jha, M. (2007). *An Introduction to Anthropological Thought*. New Delhi: Vikash Publishing House.

Marshall, G. (2004). *Dictionary of Sociology* (Indian Edition). New Delhi: Oxford University Press.

Moore, J. D. (1997). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. New Delhi: Altamira.

Unit II: Perspectives on Conflict, Peace and Harmony   6 Hours
    a. Ethnocentrism, Prejudices and Stereotypes, Cultural Relativism, Mixophobia, Mixophilia, Xenophobia, Xenophilia,
    b. Assimilation, Amalgamation, Acculturation, Cultural Pluralism, Multiculturalism/ Interculturalism,
    c. Caste/ Ethnicity
    d. Anthropology of war with references to integration and disintegration of state system

Suggested Readings

Kottak, C. P. (1994). *Anthropology: The Exploration of Human Diversity.* New Delhi: McGraw-Hill, INC.

Schaefer, R. T., & Lamm, R. P. (1992). *Sociology.*NewDelhi: McGraw-Hill, INC.

Unit III: Socio-Cultural Harmony   2 Hours
    a. The integration of society through social institutions

Suggested Readings

Bidwai, P., Mukhiya, H., & Vanaik, A. (Eds.). (1996). *Religion, Religiosity and Communalism*. New Delhi: Mandahar Publishers and Distributors.

Bista, D. B. (1967). *People of Nepal*. Kathmandu: Ratna Pustak Bhandar.

Bista, D. B. (2001). *Fatalism and Development Nepal's Struggle for Modernization*. Patna: Orient Longman.

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

Dumont, L. (1980). *Homo Hierarchicus: The Caste System and Its Implications.* Chicago: The University of Chicago Press.

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

Horowitz, D. L. (1985). *Ethnic Groups in Conflict*. University of California Press.

Kunwar, R. R. (1996). *Ethnicity in South Asia,* Kathmandu: Laxhmi Kunwar.

Regmi, R. R. (1999). *Dimensions of Nepalese Society and Culture*. Kathmandu: SANN Research Institute.

Yingeer, J. M. (1997). *Ethnicity: Source of Strength? Source of Conflict?* New Delhi: Rawat Publication.

Unit IV: Analysis of Society and Culture in Nepal   16 Hours
a.   Nepal: Ecology, Economy, Society, Culture and Religion of Himalayan Region, Hilly Region and Terai Region.

Suggested Readings

Ives, J. D. (1970). Himalayan perceptions: Environmental change and the well-being of mountain peoples. *Himalayan Journal of Sciences, 2*(3), 17–19. https://doi.org/10.3126/hjs.v2i3.224

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

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

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 Hours
This unit will be country-specific. Here the students will be assigned to read, write and present on the specified text listed country-wise. In the case of Nepal, following texts are referred.
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

Suggested Readings

Bista, D. B. (1982). Process of Nepalization. In D. B. Bista 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.

Strategic Studies

CPDS 553   **Credit Hours: 3**
Paper: VIII   **Teaching Hours: 48**

Objectives

This course is intended to provide comprehensive concept and theories on Strategic Studies and Contemporary Security Studies. The course will also familiarize the students with conceptual and theoretical approaches of strategic and global security studies, strategic thoughts and thinkers, contemporary and cross-cutting security issues along with ways and means of ensuring national strategic balance and global security.

Unit I: Introduction to Strategic and Contemporary Security Studies   6 Hours
    a. Concept, Nature and Evolution of Strategic Studies
    b. Agendas of Contemporary and Global Security Studies

Suggested Readings

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

Bilgin, P. (1999). Security studies: Theory/practice. *Cambridge Review of International Affairs, 12*(2), 31-42. https://DOI: 10.1080/09557579908400239.

Buzan, B., (1987). *An introduction to strategic studies: Military technology and international relations*. London: The Macmillan Press.

Dannreuther, R. (2013). *International security: The contemporary agenda* (2nd ed.). Cambrdge: Polity Press.

Mahnken, T., & Maiolo, J. (2014). *Strategic studies: A reader* (2nd ed.). Routledge.

Unit II: Strategic thoughts and thinkers   10 Hours
    a. Military thoughts and thinkers: Thucydides, Sun Tzu, Machiavelli, Baron Antoine Henri Jomini, Carl von Clausewitz, Alfred Thayer Mahan and Mao Tse Tung
    b. Just War theory and thinkers (selected thinkers from Cicero to the 21st Century)

Suggested Readings

Brunstetter, D. R., & O'Driscoll, C. (2018). *Just war thinkers from Cicero to the 21st century*. Routledge

Suresh, R. (Ed.). (2021). *Arthashastra of Kautilya: Relevance in the 21st century*. VIJ Books (India) Pvt. Limited.

Weiss G. F. (2021). The masters of war theory and strategy. In *The new art of war: The origins, theory, and future of conflict* (pp. 52-148). Cambridge: Cambridge University Press. https://doi:10.1017/9781108946902.004.

Unit III: Theoretical Approaches to Security Studies   10 Hours
    a. Realism
    b. Liberalism,
    c. English School
    d. Critical Security Studies
    e. Post-structuralist approaches
    f. Feminist Security Studies

Suggested Readings

Cavelty, M. D., & Mauer, V. (2009). *The Routledge handbook of security studies* (Part I, selected chapters: 1-12). Abingdon: Routledge.

Collins, A. (Ed.). (2010). *Contemporary security studies*. New York: Oxford University Press.

Wæver, O., & Buzan, B. (2016). After the return to theory: The past, present, and future of security studies. In A. Collins (Ed.), *Contemporary security studies* (4th ed.) (pp. 417–435). Oxford: Oxford University Press.

Williams, P. D., & McDonald, M. (2023). *Security studies: An introduction* (4th ed.) (Part 1: Theoretical Approaches). Routledge.

Unit IV: Contemporary Issues of Strategic and Security Studies   10 Hours
   a. Strategic Rivalry and Military Technology: The Arms Dynamic
   b. Arms and Military Expenditure
   c. Emerging Military and Security technologies
   d. Climate Change Migration, Refugees, Environment, Global Health Security
   e. Global and Regional Security Issues (i.e. BRI and IPS)
   f. Global Security and AI Governance

Suggested Readings

Baker, C. W. (2023). *Strategic competition and security coordination in Indo-Pacific*. Issues & Insights Vol. 23, SR 3. Pacific Forum International.

Bullock, J. B., Chen, Y. C., Himmelreich, J., Hudson, V. M., Korinek, A., Young, M. M., & Zhang, B. (Eds.). (2024). *The Oxford handbook of AI governance*. Oxford University Press.

Congressional Research Service. (2021). *emerging military technologies: Background and issues for congress*. https://apps.dtic.mil/sti/pdfs/AD1151925.pdf.

Democratic Control of Armed Forces. (n.d.). *Security sector reform backgrounder*. Security Sector Governance.

Ganguly, S., & O'Donnell, F. (Eds.). (2023). Part IV: Cross cutting regional issues. *Routledge handbook of the international relations of South Asia* (1st ed.). Routledge.

Stockholm International Peace Research Institute. (2023). *SIPRI Year Book 2023: Armaments, disarmament and international security*. Oxford University Press.

Unit V: Ways and Means of Ensuring Security   12 Hours
   a. Interagency Collaboration in National Security
   b. Civil-Military relations
   c. Intelligence and Counter intelligence
   d. Interpol
   e. Security related Legal Framework: National, Regional and Multilateral (UN)
   f. Human Development and Human Security
   g. Artificial Intelligence and Cyber Security

Suggested Readings

Bhandari, C. (2021).[Review of the book *Intelligence in the national security enterprise: An introduction*, by R. Z. George]. *Journal of APF Command and Staff College, 4*(1), 161-166. https://DOI: https://doi.org/10.3126/japfcsc.v4i1.34147

Bhandari, C., & Sharma, R. (2020). Discourse of civil military relations in Nepal. *Unity Journal, 1*, 21–32. https://doi.org/10.3126/unityj.v1i0.35691

Browning, C. S. (2013). *International security: A very short introduction* (Chapter 6: Human security and development).Oxford University Press.

Feaver, P. D. (1996). The Civil-Military problematique: Huntington, Janowitz, and the question of civilian control. *Armed Forces and Society, 23*(2), 149–178. https://doi.org/10.1177/0095327x9602300203.

Huntington, S. (1957). *The soldier and the state*. New York: Vintage Books.

https://www.interpol.int/en/Who-we-are/What-is-INTERPOL

Peace Psychology and Personal Transformation

CPDS 554   **Credit Hours: 3**
Paper: IX   **Teaching Hours: 48**

Objectives
This course is intended to provide fundamental concepts, theory and application of psychology in understanding conflict, its source, psychosocial consequences and reduction of it through the introductory and practical insights of the science-based knowledge combined with various wisdom traditions relevant for personal transformation and art of peaceful living. The course will also familiarize the students to apply psychological knowledge in understanding conflict and its resolution from both individual and social level mainly focusing on recent development on psychology and science of wellbeing.

Unit I: Understanding Psychology: Individual, Social and Group   6 Hours
  a. Introduction of Psychology; Individual vs. Group Psychology
  b. Basic theories and approaches of Psychology and its relation to peace and conflict
  c. Various branches of Psychology with focus on Social Psychology and Peace and conflict

Suggested Readings

Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001).*Peace, conflict and violence: peace psychology for the 21st century*. New Jersey: Prentice-Hall.

Coon, D. (2004). *Introduction to psychology*. Thomson Learning.

Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). (2011). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.

Feldman, R. S. (2001). *Social psychology* (3rd ed.). New Jersey: Prentice-Hall.

Fisher, R. (2012). *The social psychology of intergroup and international conflict resolution*. Springer Science & Business Media.

Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization* (Vol. 14). Sage.

Kalat, J. W. (2013). *Introduction to psychology*. Cengage Learning.

Myers, D. G. (2002). *Social psychology* (7th ed.). Boston, USA: McGraw-Hill Company.

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. P. (1990). *Human behavior in global perspective: An introduction to cross-cultural psychology*. Pergamon Press.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). *Positive psychology: An introduction*. *American Psychologist, 55*(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5.

Tajfel, H. (1982). Social psychology of intergroup relations. *Annual Review of Psychology, 33*, 1-39. https://doi.org/10.1146/annurev.ps.33.020182.000245.

Unit II: Group Relations: Conflict and Consequences   8 Hours
  a. Motivation, Frustration, Aggression and Conflict
  b. Conformity: The Experimental Creation of Norms and Group Pressure towards Conformity
  c. Prejudice, Stereotype, and Discrimination, Consequences of Prejudice and Discrimination
  d. SIT and SCT Process and Consequences
  e. Realistic Group Conflict Theory

Suggested Readings

Abrams, D., Wetherell, M., Cochrane, S., Hogg, M. A., & Turner, J. C. (1990). Knowing what to think by knowing who you are: Self-categorization and the nature of norm formation, conformity and group polarization. *British Journal of Social Psychology, 29*(2), 97–119. https://doi.org/10.1111/j.2044-8309.1990.tb00892.x.

Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology, 53*(1), 27–51. https://doi.org/10.1146/annurev.psych.53.100901.135231.

Bennett, M., & Sani, F. (Eds.). (2004). *The development of the social self.* Psychology Press.

Björkqvist, K. (1997). The inevitability of conflict but not of violence: theoretical considerations on conflict and aggression. In P. F. Fry, & K. Björkqvist (Eds.), *Cultural variation in conflict resolution: Alternatives to violence* (pp. 25-36). Mahwah (N.J.): Lawrence Erlbaum, cop.

Brief, A. P., Umphress, E. E., Dietz, J., Burrows, J. W., Butz, R. M., & Scholten, L. (2005). Community matters: Realistic group conflict theory and the impact of diversity. *Academy of Management Journal, 48*(5), 830–844. https://doi.org/10.5465/amj.2005.18803925

Bryman, A. (2008). *Social research methods* (3rd ed.). India: Oxford University Press.

Carson, R. C., Butcher, J. N., & Mineka, S. (2000). *Abnormal psychology and modern life* (11th ed.). India: Pearson Education.

Christie, D. J., Wagner, R. V., & Winer, D. D. (Eds.). (2001). *Peace, conflict, and violence: Peace psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology, 55*(1), 591–621. https://doi.org/10.1146/annurev.psych.55.090902.142015.

Coats, E. J., & Feldman, R. S. (1998). *Classic and contemporary readings in social psychology* (2nd ed.). New Jersey: Prentice-Hall Inc.

Fiske, S. T. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries: Evolution, culture, mind, and brain. *European Journal of Social Psychology*, *30*, 299-322. https://psycnet.apa.org/doi/10.1002/(SICI)1099-0992(200005/06)30:3%3C299::AID-EJSP2%3E3.0.CO;2-F.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social psychology Review, 5*(3),184-200. https://doi.org/10.1207/S15327957PSPR0503_1.

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass, 2*(1), 204–222. https://doi.org/10.1111/j.1751-9004.2007.00066.x.

Jackson, J. M., & Saltzstein, H. D. (1958). The effect of person-group relationships on conformity processes. *The Journal of Abnormal and Social Psychology, 57*(1), 17–24. https://doi.org/10.1037/h0048403.

N. D. (Ed.). (2009). *Handbook of prejudice, stereotyping, and discrimination*. Psychology Press.

Simpson, G. E., & Yinger, J. M. (2013). *Racial and cultural minorities: An analysis of prejudice and discrimination*. Springer Science and Business Media.

Smith, E. R. (1993). Social identity and social emotions: Toward new conceptualization of prejudice. In D. M. Mackie, & D. L. Hamilton (Eds.), *Affect, cognition and stereotyping: Interactive processes in group perception* (pp. 297-315). San Diego, CA: Academic Press.

Stangor, C. (2009). The study of stereotyping, prejudice, and discrimination within social psychology: A quick history of theory and research. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 1–22). Psychology Press.

Stephan, W. G., & Stephan, C. W. (2000). An integrated threat theory of prejudice. In S. Oskamp (Ed.), *Reducing prejudice and discrimination* (pp. 23–45). Lawrence Erlbaum Associates Publishers.

Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*(3), 224–237. https://doi.org/10.2307/2695870

Turner, J. C., & Reynolds, K. J. (2001). The social identity perspective in intergroup relations: Theories, themes, and controversies. *Blackwell handbook of social psychology: Intergroup processes*, *4*, 133-152.

Turner, J. C., & Reynolds, K. J. (2001). The social identity perspective in intergroup relations: Theories, themes, and controversies. In R. Brown, & S. L. Gaertner (Eds.), *Blackwell handbook of social psychology* (pp. 133-152). Blackwell: Intergroup Processes.

Turner, J. C. (1982). Towards a cognitive redefinition of the social group. In H. Tajfel (Ed.), *Social identity and intergroup relations* (pp. 15-40). Cambridge: Cambridge University Press.

Záratea, M. A., Garciaa, B., Garzab, A. A., & Hitlan, R. T. (2004). Cultural threat and perceived realistic group conflict as dual predictors of prejudice. *Journal of Experimental Social Psychology*, *40*(1), 99-105. https://doi:10.1016/S0022-1031(03)00067-2.

Unit III: Peace Psychology   **10 Hours**
    a.   Peace Psychology: Scope and Role of Peace Psychology
    b.   Peace keeping and Peace building
    c.   Positive and Negative Peace; Major Studies and Research in Peace building and Emerging Theories
    d.   Reconciliation, Justice,Psychosocial Impact,Trauma

Suggested Readings

Adebajo, A. (2002). *Building peace in West Africa: Liberia, Sierra Leone, and Guinea-Bissau*. Lynne Rienner Publishers.

Barsalou, J. (2008). *Trauma and transitional justice in divided societies*. DIANE Publishing.

Bar-Tal, D. (2007). Sociopsychological foundations of intractable conflicts. *American Behavioral Scientist, 50*(11), 1430–1453. https://doi.org/10.1177/0002764207302462.

Blumberg, H. H., Hare, A. P., & Costin, A. (2006). *Peace psychology: A comprehensive introduction*. Cambridge University Press.

Brenk, M., Hellema, M., & Verhoeven, J. (Eds.) (2005). *People building peace II: Successful stories of civil society*. Boulder; London: Lynne Rienner.

Christie, D. J. (2006). What is peace psychology the psychology of?. *Journal of Social Issues, 62*(1), 1-17. https://doi.org/10.1111/j.1540-4560.2006.00436.x.

Christie, D. J., Wagner, R. V., & Winter, D. D. N. (2001). Introduction to peace psychology. In D. J. Christie, R. V. Wagner, & D. D. N. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 1-14). Prentice Hall.

Doyle, M. W., & Sambanis, N. (2006). *Making war and building peace: United Nations peace operations*. Princeton University Press.

Harris, I. M. (2004). Peace education theory. *Journal of peace education*, *1*(1), 5-20. http://dx.doi.org/10.1080/1740020032000178276.

Johnson, D. W. (2003). Social interdependence: Interrelationships among theory, research, and practice. *American Psychologist, 58*(11), 934-45. https://DOI:10.1037/0003-066X.58.11.934.

Kelman, H. C. (1997). Social-psychological dimensions of international conflict. In I. W. Zartman, & J. W. Rasmussen (Eds.), *Peacemaking in international conflict: Methods and techniques* (pp. 191-237). United States Institute of Peace Press.

Kolk, v., Bessel A., McFarlane, A. C., & Weisaeth, L. (Eds.).(1996).*Traumatic stress. The Effects of overwhelming experience on mind, body, and society.* New York: The Guilford Press.

Mayton, D. M. (2009). *Nonviolence and peace psychology*. USA: Springer.

Nadler, A., Malloy, T., & Fisher, J. D. (2008). *The social psychology of intergroup reconciliation*. Oxford University Press.

Paris, R. (2004). *At war's end: Building peace after civil conflict*. Cambridge University Press.

Pham, P., N., Weinstein, H. M., & Longman, T. (2004). Trauma and PTSD symptoms in Rwanda: Implications for attitudes toward justice and reconciliation. *JAMA*, *292*(5), 602-612. https://DOI: 10.1001/jama.292.5.602.

Ramsbotham, O., Miall, H., & Woodhouse, T. (2011). *Contemporary conflict resolution*. Polity.

Shrestha, A. D., & Thapa, R. (2007). *The impact of armed conflicts on women in South Asia*. New Delhi: Manohar.

Staub, E. (2006). Reconciliation after genocide, mass killing, or intractable conflict: Understanding the roots of violence, psychological recovery, and steps toward a general theory. *Political Psychology*, *27*(6), 867-894. https://doi.org/10.1111/j.1467-9221.2006.00541.x.

Unit IV: Personal Transformation Theories　　　　　　　　　　**2 Hours**
    a.   Transformation through Reflective Practice
    b.   Transformation through Mezirow´s Notions of Learning
    c.   Transformation through Holistic Learning
    d.   Transformation through Multi-logic Framework
    e.   Transformation through the Habermasian Framework

Suggested Readings

Caspersz, D., & Olaru, D. (2013). Developing 'emancipatory interest': learning to create social change. *Higher Education Research and Development, 33*(2), 226–241. https://doi.org/10.1080/07294360.2013.832166.

Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly, 55*(1), 60–68. https://doi.org/10.1177/0741713604268891

Mezirow, J. (1990). *Fostering critical reflection in adulthood*. San Francisco: Jossey-Bass.

Wlaszyn, J. (2011). Re-thinking metaphor, experience and aesthetic awareness. *Kybernetes, 40*(7/8), 1196-1206. https://DOI:10.1108/03684921111160421.

Yang, B. (2004). Holistic learning theory and implications for human resource development. *Advances in Developing Human Resources*, *6*(2), 241-262. https://doi.org/10.1177/1523422304263431.

Unit V: Introduction to Practical Dimension of Personal Transformation　　**10 Hours**
    a.   Introduction to Practical Wisdom and Personal Transformation in Higher Education
    b.   Level of Mind/Consciousness: Western/ Eastern Perspectives
    c.   Recent Scientific Studies on Experimental and Experiential Science of the Mind, Wellbeing and Spirituality
    d.   Mediation Sessions

Suggested Readings

Bennet, A., & Bennet, D. (2008). Moving from knowledge to wisdom, from ordinary consciousness to extraordinary consciousness. *VINE, 38*(1), 7–15. https://doi.org/10.1108/03055720810870842

Chopra, D. (2000). *How to know God?* New York: Three Rivers Press.

Lutz, A., Dunne J. D., & Davidson, R. J. (2007). Medication and the neuroscience of consciousness. In P. D. Zelazo, M. Moscovitch, & E. Thompson (Eds.), *Cambridge handbook of consciousness* (pp. 497-550). Cambridge University Press.

Lutz, A., Slagter, H. A., Dunne, J. D., & Davidson, R. J. (2008). Attention regulation and monitoring in meditation. *Trends in Cognitive Sciences, 12*, 163-169. https://doi:10.1016/j.tics.2008.01.005.

Radhakrishnan, S. (1997). *Indian philosophy* (Volume 1). London: Oxford University Press.

Unit VI: Transformation through Wisdom Tradition-Spiritual Philosophy and their Approaches to Peace and Mental Training   4 Hours
    a. Key wisdom of the major religious philosophies in the world relevant for personal transformation
    b. Hinduism
    c. Buddhism
    d. Islam
    e. Christianity

Suggested Readings

Davis, L. S. (2010). *Advaita Vedanta and Zen Buddhism: Deconstructive modes of spiritual inquiry*. London; New York: Continuum.

Opdebeeck, H., & Habisch, A. (2011). Compassion: Chinese and Western perspectives on practical wisdom in management. *Journal of Management Development*, *30*(7/8), 778-788. https://DOI:10.1108/02621711111150272.

Suggested Readings

Ferrari, M., Kahn, A., Benayon, M., & Nero, J. (2011). Phronesis, Sophia, and Hochma: Developing wisdom in Islam and Judaism. *Research in Human Development*, *8*(2), 128-148. https://doi.org/10.1080/15427609.2011.568869.

Travis, F., & Shear, J. (2010). Focused attention, open monitoring and automatic self-transcending: Categories to organize meditations from Vedic, Buddhist and Chinese traditions. *Consciousness and Cognition*, *19*(4), 1110-1118. DOI:10.1016/j.concog.2010.01.007.

Unit VII: Practical Approaches to Personal Transformation   8 Hours
    a. Emotional Balance, Stress Management, Mental Cure
    b. Introduction- Appreciative Inquiry and other Approaches
    c. Building up Positivity and Creativity
    d. Practical Mental Training Including Mindfulness
    e. Learning Insights from Conversation with Wise Person

Suggested Readings

Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition and Emotion*, *19*(3), 313–332. https://doi: 10.1080/02699930441000238.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, *95*(5), 1045-1062. https://doi: 10.1037/a0013262.

Research Practicum, Fieldwork and Report Writing

CPDS 555   **Credit Hours: 3**
Paper: X   **Teaching Hours: 48**

Objectives

This course is designed to provide practical research skills and experience to the students on research topics and issues relevant to Conflict, Peace and Development Studies. More specifically, it will be devoted to impart hands-on skills on HOW to undertake a field research and produce a research based outputs on the basis of empirical data/information.

This course will consist of two parts. Part I is primarily a practicum, devoted to interactive and practice sessions held in the classroom with a view to enable the students to prepare a mini research project, design the study, tools and techniques for data collection. Part II will involve a field-work (10-12 days) wherein the students will collect data/information on the basis of the tools and instruments prepared during Part I of the course-work. After returning from the field, the students will write short research report and make a presentation in the department. The report writing should be accomplished within two weeks after returning from the field.

Part I: Research Practicum   **24 Hours**

1. **Conceptualizing Research**: Discussion on how to come up with a feasible research idea, how to turn such idea into a research problem'; come up with appropriate research questions and objectives; and determine the methods (tools and techniques of data collection) suited to the research questions and objectives. (Lectures: 6 Hours).

2. **Writing a Research Proposal**: Individual student decides to work on a particular topic on their own and write a research proposal stating the background, research problem, research questions, objectives and conceptual/theoretical framework while also detailing the methods of data collection and data analysis. Students will be given feedback on their proposal by the course teacher. Besides, the students will also provide comments on the proposals of their peers. Teacher will spend 10 lecture hours to provide comments/inputs in the class. (Lectures: 8 Hours)

3. **Preparing Data Collection Tools**: Teacher will conduct practical sessions on how to develop measurement questions, questionnaire, check-list, interview guide, **observation** plan, or focus group discussion guidelines etc. Examples should be provided from completed research projects. Each student will prepare the necessary data/information collection tools (to be tailored to their specific research projects). These will be improved with inputs from the course teacher as well as other class-mates. (Lectures: 10 Hours)

Part II: Fieldwork and Report Writing   **24 Hours**

1. **Fieldwork**: Students go to the field for 10-12 days as arranged by the Department and the course teacher. They will collect information/data deemed necessary to complete their individual research projects (as per their Proposals). Teachers accompanying the students to the field will provide necessary guidance during the entire fieldwork period. A discussion session (about 2 hours in the evening/morning) each day to share the day's major lessons by each of the students can be useful during the fieldwork period. Students should be encouraged to write detailed notes every day based on their field observation, interviews, informal discussions and other appropriate data collection tools used by the student as per the proposal.

2. **Report Writing and Presentation of the Findings**: After returning from the fieldwork, students process the data/information, analyze the data and write research reports/papers. Each student will also make a short presentation of the finding in the class.

Outputs and Evaluation

1) Research proposal will be evaluated for 15 marks. 2) Fieldwork efforts and field notes (for the quality of the information and neatness) will be evaluated for 30 marks; 3) The research report will be evaluated for 40 marks, and 4) The Research Findings presentations will be evaluated for 15 marks.

NOTE: *Each student will pay the actual cost of field-cost unless a cost-sharing becomes possible because of financial supports of grants being made available to the CPDS for this purpose.*

Development Studies

CPDS 601
Paper: XI

Credit Hours: 3
Teaching Hours: 48

Objectives

This course will examine the relationships between conflict and development and consider strategies that can address their interplay in a variety of settings, both before violence breaks out across social fault lines, and after. It will look at the ways in which social and economic development can contribute to, or undermine, peace; the ways in which conflict complicates development; and the various ways in which peacebuilding strategies can impact development. The objective of this course is to introduce students with the relation of development with multifaceted dimensions around. Also, the objective is to familiarize the notion of development and conflict with application of development practices through theoretical and case studies.

Unit I: Introduction of Development   **10 Hours**

   a. Development and Underdevelopment: Definitions, Concepts and Various Perspectives.
   b. History of Development:
   c. Ancient Civilization, Mesopotamian, Roman, Inventions
   d. Pre and Post WWII Development and Territory Expansion
   e. Colonialism, Imperialism
   f. Development in New Millennium
   g. Post Rio and Agenda 21 Development Concept and Ideas
   h. Sustainable Development
   i. Millennium Development Goals [Review and Appraisal]
   j. Post Millennium Development Goals (Sustainable Development Goals), Its Targets and Indicators
   k. Social Development: Social Indicators and Human Development Index (HDI), Human Poverty Index (HPI), GDP, GNP, GNI, PCI, Happiness Index

Suggested Readings

Bongartz, H., & Dahal, D. R. (2008). *Development studies: Self-help organizations, NGOs and civil society* (Reprint). Kathmandu: NEFAS.

Human Development Report latest edition, UNDP.

Thirlwall, A. P. (2006). *Growth and development*. Palgrave Macmillan.

UNDP and various Publications about MDGs.

World Development Report, WB, Latest Edition.

Unit II: Theories on Development and Underdevelopment   **10 Hours**

   a. Conventional Theories on Development
      i. From Keynesian Economics to Neo-liberalism
         - Keynesian
         - Harrod-Domar Growth Model of Savings and Investment
         - Theory of Big Push
         - Comparative Advantage Theory
         - Solow and Economic Dualism
         - W. Rostow's Five Stages of Economic Development
      ii. Classical and Neo-classical Theory
         - Theory of Linear Growth

- Structural Change
- International Dependence Revolution
- Free Market and Neo-liberalism
iii. Development as Modernization

b. Non-Conventional and Critical Theories of Development
   i. Marxism, Socialism and Development
   ii. Post-structuralism, Post-colonialism and Post-developmentalism
   iii. Feminist Theories on Development

c. Alternatives to Development

Suggested Readings

Bongartz, H., & Dahal, D. R. (2008). *Development studies: Self-help organizations, NGOs and Civil society* (Reprint). Kathmandu: NEFAS.

Peet, R., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York: The Guilford Press.

Singh, K. (2009). *Rural development: Principle, policies and management*. New Delhi: Sage Publications.

Thirlwall, A. P. (2006). *Growth and development*. Palgrave Macmillan.

Todaro, M. P., & Smith, S. C. (2015). *Development economics*. Prentice Hall.

Unit III: Dimensions of Development   **4 Hours**
   a. Gender and Development
   b. Development Finance and Aid
   c. Climate Change and Adaptation
   d. Technology and Development

Suggested Readings

Addison, T., & Mavrotas, G. (Eds). (2008). *Development finance in the global economy: The road ahead*. UK: Palgrave Macmillan.

Gauchan, D., Joshi, M., & Biggs, S. (2003). A strategy for strengthening participatory technology development in agricultural and natural resources innovations systems: The case of Nepal. *International Journal of Technology Management and Sustainable Development, 2*(1), 39-52. https://DOI: 10.1386/ijtm.2.1.39/0.

Leary, N., Adejuwon, J., & Kulkarni, J. (Eds). (2007). *Climate change and adaptation*. UK: Earthscan Publications Ltd.

Leman, P., & Tenenbaum, H. (Eds). (2013). *Gender and development*. UK: Psychology Press.

Momsen, J. (2010). *Gender and development*, UK: Routledge.

Mosley, P. (Ed). (1992). *Development finance and policy reform: Essay in the theory and practice of conditionality in less developed countries*. UK: Palgrave Macmillan.

Schware, R., & Choudhary, Z. (1988). Aid agency and technology development. *Information Technology for Development, 3*(2), 145-158. https://DOI:10.1080/02681102.1988.9627121.

Spratt, S. (2008). *Development finance: Debates, dogmas and new directions*. UK: Routledge.

Unit IV: Poverty, Vulnerability and Sustainable Livelihood   **8 Hours**
   a. Poverty and Types of Poverty
   b. Poverty and Inequality/ Inequity
   c. Theory of Five Freedom for Development (By Amartya Sen)
   d. Introduction to DFID's Model of Sustainable Livelihood

Suggested Readings

Hulme, D., Karen, M., & Andrew, S. (2001). *Chronic poverty: Meanings and analytical frameworks*. CPRC Working Paper 2, IDPM, University of Manchester.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Unit V: Development Practices and Applications   8 Hours

    a. Planned Development (Five Year Planning, Interim Planning, History and Today)

    b. Types of Development Approaches; Top-Down, Down-Top, People Centred

    c. Community Development, Rural and Participatory Community Development

    d. Rothman and Tropman Model of Community Development (Locality Development, Social

    e. Advocacy, Social Planning and Organized Mass Action)

    f. Some Historical Approaches in Community Development (Pre-unification, Shah Regime, Rana

    g. Regime, Pre and Post 1991, Pre and Post 2006)

    h. Some Indigenous Based Community Development Organizations in Nepal. (Guthi, Dhikur, Parma, Bheja, Rodhin, etc.)

Suggested Readings

Gilchrist, A., & Taylor, M. (2011). *A short guide to community development*. Policy Press at the University of Bristol.

Mishra, C. (1997). Developmental practices in Nepal: An overview. In K. B. Bhattachan, & C. Mishra (Eds.), *Developmental practices in Nepal* (pp. 1-15). Kathmandu: Central Department of Sociology and Anthropology, Tribhuvan University.

Singh, K. (2009). *Rural development: Principles, policies and management*. SAGE Publications India Pvt Ltd.

Unit VI: Development Aid and Conflict   8 Hours

    a. Conflict-sensitive Approaches to Development

    b. Do No Harm: The Framework for Analyzing the Impact of Assistance on Conflict

    c. Reflecting on Peace Practices (RPP): Understanding the Effectiveness of Peacebuilding and Development Practice

    d. Development Induced Conflict

Suggested Readings

Anderson, M. B. (1999). *Do no harm: How aid can support peace or war*. Boulder, Colorado: Lynne Rienner.

Boutros-Ghali, B. (1992). *An agenda for peace*. New York: The United Nations.

Chew, S. C., & Denemark, R. A. (Eds.). (1996). *The development of underdevelopment: Essays in honor of Andre Gunder Frank*. London: Sage Publication.

Clarke, M. (Ed.). (2006). *Aid in conflict*. New York: Nova Science Publishers.

Collier, P. (2004). *Development and conflict*. Oxford: Oxford University Press.

Collier, P., Elliott, L., Hegre, H., Hoeffler, A., Reynal-Querol, M., & Sambanis, N. (2003). *Breaking the conflict trap: Civil war and development policy*. Washington DC: The World Bank.

Pandey, D. R. (2011). *Looking at development and donors: Essays from Nepal*. Nepal: Martin Chautari.

Paris, R. (2004). *At war's end: Building peace after civil conflict*. Cambridge: Cambridge University Press.

Seligson, M. A. (2008). *Development and underdevelopment: The political economy of global inequality*. Boulder, Colorado: Lynne Rienner.

Stiglitz, J. E. (2010). *Freefall: America, free markets, and the sinking of the world economy*. London: Penguin Books.

Natural Resource, Climate Change and Peace

CPDS 602   **Credit Hours: 3**
Paper: XII   **Teaching Hours: 48**

Objectives
Natural resource has become a focal point and will continue to be so due to increasing climate change impacts. As governments, private and public corporations, institutions, community-run organizations and individuals engage in managing natural resource, the complexities of conflict and peace linked with it will further challenge both academia and policymaking world. This course helps students to tackle such challenges by deepening their understanding about the complex interaction between natural resource, climate change, conflict and peace.

Unit I: Overview and Introduction to Natural Resources, Climate Change and Conflict
10 Hours

Suggested Readings
Colier, P. (2007). *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press.

Homer-Dixon, T. (1999). *Environment, scarcity, and violence* (Chapter 1-3, pp. 28-48). Princeton, New Jersey: Princeton University Press.

Kahl, C. H. (2008). *State, scarcity and civil strife in the developing countries* (Chapters 1-2, pp. 1-28). Princeton University Press.

Le Billon, P. (2013). *Fueling war: Natural resources and armed conflicts.* London: Routledge.

Lessmann, C., & Steinkraus, A. (2019). The geography of natural resources, ethnic inequality and civil conflicts. *European Journal of Political Economy, 59*, 33–51. https://doi.org/10.1016/j.ejpoleco.2019.01.005.

Mildner, S.-A., Lauster, G., & Wodni, W. (2011) Scarcity and abundance revisited: A literature review on natural resources and conflict. *International Journal of Violence and Conflict, 5*(1), 155-172. https://DOI: https://doi.org/10.4119/ijcv-2852.

Nillesen, E., & Bulte, E. (2014). Natural resources and violent conflict. *Annual Review of Resource Economics, 6*(1), 69-83. https://doi.org/10.1146/annurev-resource-091912-151910.

Nixon, R. (2011). *Slow violenceand environmentalism of the poor*: Cambridge, Massachusetts: Harvard University Press.

Rustad, S. A., & Binningsbø, H. M. (2012). A price worth fighting for? Natural resources and conflict recurrence. *Journal of Peace Research, 49*(4), 531–546. https://doi.org/10.1177/0022343312444942.

Vesco, P., Dasgupta, S., De Cian, E., & Carraro, C. (2020b). Natural resources and conflict: A meta-analysis of the empirical literature. *Ecological Economics, 172, 106633*. https://doi.org/10.1016/j.ecolecon.2020.106633.

Wegenast, T., & Basedau, M. (2013). Ethnic fractionalization, natural resources and armed conflict (2013). *Conflict Management and Peace Science*, 31(4), 432-457. https://doi.org/10.1177/0738894213508692.

Unit II: Theories and Concepts of Natural Resource Related Conflict   **10 Hours**

Suggested Readings
Burrows, K., & Kinney, P. (2016). Exploring the climate change, migration and conflict nexus. *International Journal of Environmental Research and Public Health, 13*(4), 443. https://doi.org/10.3390/ijerph13040443.

Conrad, J. M., Greene, K. T., Walsh, J. I., & Whitaker, B. E. (2019). Rebel natural resource exploitation and conflict duration. *Journal of Conflict Resolution*, *63*(3), 591-616. https://doi.org/10.1177/0022002718755853.

David, C.-P., & Gagné, J.-F. (2007). Natural resources: A source of conflict? *International Journal*, *62*(1), 5-17. https://doi.org/10.1177/002070200706200102.

Humphreys, M. (2005). Natural resources, conflict, and conflict resolution: Uncovering the mechanisms. *Journal of Conflict Resolution, 49*(4), 508-37. https://doi.org/10.1177/0022002705277545.

Kaczan, D. J., & Orgill-Meyer, J. (2019). The impact of climate change on migration: A synthesis of recent empirical insights. *Climatic Change, 158*(3–4), 281–300. https://doi.org/10.1007/s10584-019-02560-0.

Lama, P., Hamza, M., & Wester, M. (2020). Gendered dimensions of migration in relation to climate change. *Climate and Development, 13*(4), 326–336. https://doi.org/10.1080/17565529.2020.1772708.

Salehyan, I. (2008). From climate change to conflict? No consensus yet. *Journal of Peace Research*, *45*(3), 315-326. https://doi.org/10.1177/0022343308088812.

Welsch, H. (2008). Resource abundance and internal armed conflict: Types of natural resources and the incidence of 'new wars.' *Ecological Economics, 67*(3), 503–513. https://doi.org/10.1016/j.ecolecon.2008.01.004.

Unit III: Geographies of Natural Resource, Climate Change and Conflict   10 Hours

Suggested Readings

Adano, W. R., Dietz, T., Witsenburg, K., & Zaal, F. (2012). Climate change, violent conflict and local institutions in Kenya's drylands. *Journal of Peace Research*, *49*(1), 65-80. https://doi.org/10.1177/0022343311427344

Akresh, R. (2016). Climate change, conflict, and children. *The Future of Children*, *26*(1), 51–71. http://www.jstor.org/stable/43755230

Burke, M., Hsiang, S. M., & Miguel, E. (2015). Climate and conflict. *Annual Review of Economics, 7*(1), 577–617. https://doi.org/10.1146/annurev-economics-080614-115430.

Corbera, E., Roth, D., & Work, C. (2019). Climate change policies, natural resources and conflict: Implications for development. *Climate Policy, 19*(sup1), S1–S7. https://doi.org/10.1080/14693062.2019.1639299.

Cronin, R., & Pandya, A. (Eds.). (2009). *Exploiting natural resources growth, instability, and conflict in the Middle East and Asia.* Washington DC: The Henry L. Stimson Center.

Dunn, H., & Matthew, R. (2015) Natural resources and gender in conflict settings. *Peace Review, 27*(2), 156-164. https://DOI: 10.1080/10402659.2015.1037619.

Gonda, N., Flores, S., Casolo, J. J., & Nightingale, A. J. (2023). Resilience and conflict: rethinking climate resilience through Indigenous territorial struggles. *The Journal of Peasant Studies, 50*(6), 2312–2338. https://doi.org/10.1080/03066150.2022.2161372.

Koubi, V., Bernauer, T., Kalbhenn, A., & Spilker, G. (2012). Climate variability, economic growth, and civil conflict. *Journal of Peace Research*, *49*(1), 113-127. https://doi.org/10.1177/0022343311427173.

McCarthy, J. F. (2007). The demonstration effect: Natural resources, ethnonationalism and the Aceh conflict. *Singapore Journal of Tropical Geography, 28*(3), 314–333. https://doi.org/10.1111/j.1467-9493.2007.00304.x.

Ojha, H. R., Ghimire, S., Pain, A., Nightingale, A., Khatri, D. B., & Dhungana, H. (2015). Policy without politics: Technocratic control of climate change adaptation policy making in Nepal. *Climate Policy, 16*(4), 415–433. https://doi.org/10.1080/14693062.2014.1003775.

Selby, J., & Hoffmann, C. (2014). Rethinking climate change, conflict and security. *Geopolitics, 19*(4), 747-756. https://DOI: 10.1080/14650045.2014.964866.

Theisen, O. M., Gleditsch, N. P., & Buhaug, H. (2013). Is climate change a driver of armed conflict? *Climatic Change, 117*(3), 613–625. https://doi.org/10.1007/s10584-012-0649-4.

Unit IV: Climate Justice and Peacebuilding   10 Hours

Suggested Readings

Abrahams, D. (2020). Conflict in abundance and peacebuilding in scarcity: Challenges and opportunities in addressing climate change and conflict. *World Development, 132*, 104998. https://doi.org/10.1016/j.worlddev.2020.104998.

Bruch, C., Jensen, D., Nakayama, M., Unruh, J., Gruby, R., & Wolfarth, R. (2008). Post-Conflict peace building and natural resources. *Yearbook of International Environmental Law, 19*(1), 58–96. https://doi.org/10.1093/yiel/19.1.58.

Dresse, A., Nielsen, J. Ø., & Zikos, D. (2016). *Moving beyond natural resources as a source of conflict: Exploring the human-environment nexus of environmental peacebuilding* (THESys Discussion Paper No. 2016-2). IRI THESys - Integrative Research Institute on Transformations of Human-Environment Systems Humboldt-Universität zu Berlin. https://edoc.hu-berlin.de/bitstream/handle/18452/3785/2.pdf?sequence=1&isAllowed=y

London, J. K., Adhikari, J., & Robertson, T. (Eds.). (2024). *Environmental justice in Nepal: Origins, struggles, and prospects*. Routledge.

Mähler, A., & Pierskalla, J. H. (2015). Indigenous identity, natural resources, and contentious politics in Bolivia: A disaggregated conflict analysis, 2000-2011. *Comparative Political Studies*, *48*(3), 301-332. https://doi.org/10.1177/0010414014545012.

Rustad, A., Camilla, S., & Päivi, L. (2012). *High-value natural resources and post-conflict peacebuilding*. London: Earthscan.

Vivekananda, J., Schilling, J., & Smith, D.(2014). Understanding resilience in climate change and conflict affected regions of Nepal.*Geopolitics,19*(4), 911-936. https://DOI:10.1080/14650045.2014.964863.

Unit VI: Case Studies Analysis Practice   8 Hours
Under this unit, students are required to do two activities. **First**, the students will select case from different regions/continents. They will then work in a group to make their presentation. Their presentation will focus on analytical technique of each case attentive to complexities of natural resources, climate change, and conflict. **Second**, the students will find an organization that works on the environmental issues, which includes natural resource, climate change related conflict and peace. Once they select organization, they will identify a relevant project and develop presentation focusing on a) what is working b) what is not working and c) what can be done to make the project work better this includes conflict mitigation, peacebuilding and conflict transformation.

International Relations and Political Economy

CPDS 603   **Credit Hours: 3**
Paper: XIII   **Teaching Hours: 48**

Objectives
    a. To cultivate a comprehensive understanding of the major debates and theoretical approaches in the study of International Relations and how these frameworks contribute to our understanding of global peace and conflict dynamics.
    b. To critically examine the interconnections between political economy and international relations by analyzing how political-economic ideologies and policies influence and are influenced by global and local conflicts.

Unit I: Introduction to International Relations and Political Economy   10 Hours
    a. Meaning, concepts, and key terminologies of International Relations
    b. Concept and History of Diplomacy and Diplomatic Practices
    c. Concept and Definition of Political Economy
    d. Evolution of International Relations (IR) as an Academic Subject
    e. Evolution of International Political Economy (IPE) as an Academic Subject
    f. Emergence and History of International Relations
- Sovereign State System: Emergence of IR
- Pax Britannica: Colonialist Dominance
- Thirty Years Crisis (1914-1945): End of Idealism
- The Cold War: Realism at Its Height and Pax Americana
- Post-Cold War: Shift towards Geo-economics

Suggested Readings

Acharya, A., & Buzan, B. (2010). Why is there no non-Western international relations theory? In A. Acharya, & B. Buzan (Eds.), *Non-Western international relations theory: Perspective on and beyond Asia* (pp. 1-25). London & New York: Routledge.

Balaam, D. N., & Dillman, B. (2018). *Introduction to international political economy* (7th ed.). Routledge.

Berridge, G. R. (2015). *Diplomacy: Theory and practice* (5th ed.). Palgrave Macmillan.

Brown, C. (2010). *Practical judgment in international political Theory, Selected essays* (Chapters 1.8.9). New York: Routledge.

Doyle, M. W. (1986). Liberalism and world politics. *American Political Science Review, 80*(4), 1151–1169. https://doi.org/10.2307/1960861.

Dunbar, C. F. (1891). The academic study of political economy. *The Quarterly Journal of Economics, 5*(4), 397-416. https://www.jstor.org/stable/1879356.

O'Brien, R., & Williams, M. (2016). *Global political economy: Evolution and dynamics* (5th ed.). Palgrave Macmillan.

Schmidt, B. C. (2012). On the history and historiography of international relations. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.), *Handbook of international relations* (pp. 3-28). SAGE Publications.

Smith, A. (1909-14). *Wealth of nations* (C. W. Eliot, Ed.). New York: P.F. Collier & Son (Original work published 1776).

Stephen, R, J. (1994). On the political theory of political economy: Conceptual ambiguity and the global economy. *Review of International Political Economy, 1*(3), 465-488. https://DOI 10.1080/09692299408434295.

Waltz, K. N. (1979). *Theory of international politics* (Chapters 1, 6). Addison-Wesley Publishing Company.

Wendt, A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organisation, 46*(2), 391-426. http://www.jstor.org/stable/2706858.

Unit II: Approaches to the Study of International Relations   **10 Hours**
    a.   Realism
    b.   Liberalism
    c.   Constructivism
    d.   Marxism
    e.   The English School
    f.   Non-Western Perspectives
    g.   Historical Sociology
    h.   Post-Structuralism
    i.   Normative Approaches
    j.   Feminist Perspective
    k.   Environmental Politics

Suggested Readings

Acharya, A., & Buzan, B. (2010). Why is there no non-Western international relations theory? In A. Acharya & B. Buzan (Eds.), *Non-Western international relations theory: Perspective on and beyond Asia* (pp. 1-25). London & New York: Routledge.

Brown, C. (2010). *Practical judgment in international political theory, Selected Essays* (Chapters 1.8.9). New York: Routledge.

Campbell, D. (1998). *National deconstruction: Violence, identity, and justice in Bosnia* (Chapter 1). Minneapolis, MN: University of Minnesota Press.

Doyle, M. W. (1986). Liberalism and world politics. *American Political Science Review, 80*(4), 1151–1169. https://doi.org/10.2307/1960861.

Frost, M. (2009). Ethical Competence in International Relations. *Ethics and International Affairs, 23*(2), 91–100. https://doi:10.1111/j.1747-7093.2009.00200.x.

Guzzini, S. (2000). A reconstruction of constructivism in international relations. *European Journal of International Relations, 6*(2), 147–182. https://doi.org/10.1177/1354066100006002001.

Hobden, S., & Hobson, J. (Eds.). (2002). *Historical sociology of international relations* (Chapters 1, 2, 11). Cambridge: Cambridge University Press.

Linklater, A. (2005). Marxism. In S. Burchill (Ed.), *Theories of international relations* (3rd ed.) (pp. 110-136). Palgrave: Macmillan.

Mearsheimer, J. J. (2010). The tragedy of great power politics. In R. Bova (Ed.), *Readings on how the world works: Current issues in international relations* (pp. 2-16). New York: Pearson-Longman.

Puchala, D. J. (1997). Some non-western perspectives on International relations. *Journal of Peace Research, 34*(2), 129–134. https://doi:10.1177/0022343397034002001.

Russet, B., & Oneal, J. (2010). International systems: Vicious circles and virtuous circles. In R. Bova (Ed.), *Readings on how the world works: Current issues in international relations* (pp. 17-29). New York: Pearson-Longman.

Waltz, K. N. (1979). *Theory of international politics* (Chapters 1, 6). Addison-Wesley Publishing Company.

Wendt, A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organisation, 46*(2), 391-426. http://www.jstor.org/stable/2706858.

Unit III: Understanding International Political Economy   **12 Hours**

   a.   Basic Economic Foundations
- Supply, Demand, Market and Structures
- National Income and Outputs
- Fiscal and Monetary Policy
- Global Value Chain
- Digital Economy

   b.   The Politics of International Trade and WTO
- International Trade Regimes
- Bilateral and Multinational Trade Agreements/ Cooperation
- Protectionism in International Trade
- Market Politics in Globalised System and Comparative Political Economy
- Comparative Advantage in the Global Market

   c.   International Monetary and Financial System
- Politics of International financial institutions:
  - Britton Woods Institutions (WB, IMF)
  - The Alternatives: BRICS and AIIB.
  - Central Banks, Currency Exchanges
  - The Politics of Currency Devaluation

   c.   Globalization and its Impact on International Relations
- Discontents of Globalizations
- Discontents of International Financial Crisis
- Development Economics and International Development Politics

Suggested Readings

Balaam, D. N., & Dillman, B. (2018). *Introduction to international political economy* (7th ed.). Routledge.

Eichengreen, B. (2019). *Globalizing capital: A history of the international monetary system* (3rd ed.). Princeton University Press.

Frieden, J. A., & Lake, D. A. (2000). *International political economy: Perspectives on global power and wealth* (4th ed.). Routledge.

Frieden, J. A., Lake, D. A., & Schultz, K. A. (2010). *World politics: Interests, interactions, institutions* (pp. 264-386). New York: W.W. Norton (FLS).

Gilpin, R. (2001). *Global political economy: Understanding the global economic order* (pp. 196-227). Princeton and Oxford: Princeton University Press.

Held, D., & McGrew, A. (2007). *Globalization/Anti-Globalization: Beyond the great divide* (2nd ed.). Polity Press.

Hoekman, B. M., & Kostecki, M. M. (2009). *The political economy of the world trading system: The WTO and beyond* (3rd ed.). Oxford University Press.

Mankiw, N. G. (2020). *Principles of economics* (9th ed.). Cengage Learning.

Mohan, R., Patra, M. D., & Kapur, M. (2013). *The international monetary system: Where are we and where do we need to go?* IMF Working Paper.

O'Brien, R., & Williams, M. (2016). *Global political economy: Evolution and dynamics* (5th ed.). Palgrave Macmillan.

Prasad, E. (2014). *The Dollar trap: How the U.S. Dollar tightened its grip on global finance*. Princeton University Press.

Steger, M. B. (2017). *Globalization: A very short introduction* (4th ed.). Oxford University Press.

Wilkinson, R. (2014). *What's wrong with the WTO and how to fix it*. John Wiley & Sons.

Unit IV: Foreign Policy, Diplomacy and Regionalism   **8 Hours**
    a.   The Concept of Foreign Policy, Public Diplomacy
    b.   Soft Power, Hard Power and Smart Power
    c.   Foreign Policy Formulation: Process and Challenges
    d.   Foreign Policy Analysis including the Levels of Analysis Approach
    e.   Concept of Regionalism: EU, ASEAN and SAARC
    f.   Regional Security Complexes

Suggested Readings

Acharya, A. (2014). *Constructing a security community in Southeast Asia: ASEAN and the problem of regional order* (3rd ed.). Routledge.

Berridge, G. R. (2015). *Diplomacy: Theory and practice* (5th ed.). Palgrave Macmillan.

Brulé, D., & Mintz, A. (2017). Foreign policy decision making: Evolution, models, and methods. In *Oxford Research Encyclopedia of International Studies*. https://doi.org/10.1093/acrefore/9780190846626.013.185.

Bull, H. (1977). *The anarchical Society: A study of order in world politics*. Columbia University Press.

Buzan, B., & Wæver, O. (2003). *Regions and powers: The structure of international security*. Cambridge University Press.

Dash, K. C. (2008). *Regionalism in South Asia: Negotiating cooperation, institutional structures*. London: Routledge.

Hudson, V. M. (2013). *Foreign policy analysis: Classic and contemporary theory* (2nd ed.). Rowman & Littlefield Publishers.

Kaarbo, J., & Thies, C. G. (Eds.). (2024). *The Oxford handbook of foreign policy analysis*. Oxford University Press.

Katzenstein, P. J. (Ed.). (2005). *A world of regions: Asia and Europe in the American imperium*. Cornell University Press.

Nye, J. S. (2004). *Soft power: The means to success in World Politics*. Public Affairs.

Nye, J. S. (2011). *The future of power*. Public Affairs.

Unit V: Political Economy in Relation to Conflict and Peace   **8 Hours**
    a.   Greed and Grievances
    b.   Natural Resources and Foreign Aid
    c.   Externalities, Property Rights and Coase Theorem
    d.   Common Property Resources: Tragedy of Commons and Governing the Commons
    e.   Game Theory and Prisoner's Dilemma
    f.   Economic Cost of Conflict/War and its Measurement
    g.   Economic Sanctions
    h.   Post-conflict reconstruction including valuation of human loss

Suggested Readings

Acheson, J. M. (2019). The tragedy of the commons: A theoretical update. In L. R. Lozny, & T. H. McGovern (Eds.), *Global perspectives on long term community resource management* (pp. 9-22). Springer.

Collier, P., & Hoeffler, A. (2004). Greed and grievance in civil war. *Oxford Economic Papers, 56*(4), 563-595. https://doi.org/10.1093/oep/gpf064.

Cunningham, R. L. (1967). Ethics and game theory: The prisoner's dilemma. *Public Choice, 2*(1), 11–26. https://doi.org/10.1007/bf01718649.

Hardin, G. (1968). The tragedy of the Commons. *Science, 162*(3859), 1243–1248. https://doi.org/10.1126/science.162.3859.1243.

Keen, D. (2008). *The benefits of famine: A political economy of famine and relief in Southwestern Sudan, 1983-1989*. James Currey.

Olson, M. (1965). *The logic of collective action: Public goods and the theory of groups*. Harvard University Press.

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.

Poundstone, W. (1992). *Prisoner's dilemma: John von Neumann, game theory, and the puzzle of the bomb*. Anchor.

Pyakuryal, B., & Sainju, R. S. (2007). *Nepal's conflict: A micro impact analysis on economy*. Kathmandu.

Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. Penguin Press.

Stiglitz, J. E. (2002). *Globalization and its discontents*. W.W. Norton & Company.

Tilly, C. (1992). *Coercion, capital, and European states, AD 990-1992*. Wiley-Blackwell.

Todaro, M. P., & Smith, S. C. (2015). *Economic development* (12th ed.). Pearson.

Williamson, O. E. (1985). *The economic institutions of capitalism: Firms, markets, relational contracting*. Free Press.

Power and Politics

CPDS 604   **Credit Hours: 3**
Paper: XIV   **Teaching Hours: 48**

Objectives

Drawing from a wide range of sources, the primary objective of this unit is to familiarize the students with the foundational issues of political power and authority and its linkages with governance, development, and conflict. The semesters will include a mixture of lectures and seminars and the student will be required to produce 2 class presentations, 2 discussion papers, and one term paper.

Unit I: Introduction and Foundational Classics   **10 Hours**
    a.   Power, Authority and Influence
    b.   Pre-state Formations
    c.   The Idea of State
    d.   Political Community
    e.   Comparative Thoughts on State and Political Power

Suggested Readings

Fried, M. H. (1967). *The evolution of political society: An essay in political anthropology.* Random House.

Hegel, G. W. (1974). Objective spirit: Human conduct and philosophic truth. In F. G. Weiss (Ed.), *Hegel: The essential writings* (Chapter VI, pp. 253-313). New York: Harper Torchbooks.

Hobbes, T. (1985). Off Common-wealth. In C. B. Macpherson (Ed.), *Leviathan* (pp. 223-274) London: Penguin Books.

Lewellen, T. C. (2003). *Political anthropology: An introduction* (3rd ed.). ABC-CLIO.

Weber, M. (1978). Political communities. In G. Roth, & C. Wittich (Eds.), *Economy and society* (Vol. II, pp. 901-1005). Berkeley: University of California Press.

Unit II: Approaches to Power and Government   **8 Hours**
    a.   Introduction to Political Anthropology
    b.   Politics and Power in Tribal Societies (Asian and African)
    c.   Nature of Political Leadership
    d.   Emergence of Political Power
    e.   Governments and Representations

Suggested Readings

Bailey, F. G. (1980). *Stratagems and spoils: A social anthropology of politics*. Oxford: Basil Blackwell.

Barcley, H. (1982). *People without government: An anthropology of anarchy*. London: Kahn & Averill.

Barth, F. (1965). *Political Leadership among Swat Pathans*. London: The Athlone Press.

McGlynn, F. (1991). Introduction. In A. Tuden (Ed.), *In Anthropological approaches to political behavior* (pp. 3-44). Pittsburg: University of Pittsburg Press.

Mill., J. S. (2001). Representative Government. In G. Williams (Ed.), *Utilitarianism, on liberty, considerations on representative government remarks of Bentham's Philosophy* (pp. 188-277). London: Everyman.

Schapera, I. (1956). The political community. In *Government and politics in tribal societies* (Chapter I, pp. 1-37). London: CA Watts ad Co. Ltd.

Vincent, J. (1990). Political anthropology. In *Anthropology and politics: Visions, traditions, and trends* (Part II, pp. 225-307). Tucson: The University of Arizona Press.

Unit III: Comparative Readings in Contemporary Political Systems 12 Hours

    a. Political Systems: Definitions, Types and Features
    b. Regime Change
    c. Evolution of Power in East Asia: Japan, China, South Korea, Singapore, Malaysia
    d. Culture and Politics in South Asia: Nepal, India, Pakistan, Bangladesh

Suggested Readings

Baxter, C., Malik, Y. K., Kennedy, C. H., & Oberst, R. C. (1993). *Government and politics in South Asia.* Boulder: Westview Press.

Burghart, R. (1996). The foundation of the concept of Nepali nation-state. In *The conditions of listening: Essays on religion, history and politics in South Asia* (pp. 226-260). Delhi: Oxford University Press.

Dickovick, J. T., & Eastwood, J. (2016). *Comparative politics: Integrating theories, methods, and cases*. Oxford University Press.

Fairbank, J. K., & Goldman, M. (2006). The post-Mao reform era (pp. 406-456), Epilogue: China at the close of the century (pp. 457-470). In *China: A New History*. Cambridge. The Belknap Press.

Huntington, S. P. (1996). *The clash of civilizations and the remaking of world order*. Simon & Schuster.

Jansen, M. B. (2002). The opening to the world - imperial Japan.In *The making of modern Japan* (pp. 257-445). Cambridge: The Belknap Press.

Kohli, A. (2004). *State-directed development: Political power and industrialization in the global periphery*. Cambridge University Press.

Pye, L. W. (1985). Asia and theories of development (pp. 1-30), The evolution of Asian concepts of power (pp. 31-54), East Asia: Varieties of Confucian authority (pp. 55-89), The South Asian subcontinent: Hindu and Muslim power and the rewards of Narcissism, (pp. 133-157). In *Asian power and politics: The cultural dimensions of authority*. Cambridge: The Belknap Press.

Sen, A. (2006). *Identity and violence: The illusion of destiny*. W.W. Norton & Company.

Vogel, E. F. (1991). *The four little dragons: The spread of industrialization in East Asia.* Cambridge: Harvard University Press.

Weber, M. (1958). *The religion of India: The sociology of Hinduism and Buddhism*. Free Press.

Weber, M. (1964). *The religion of China: Confucianism and Taoism*. Free Press.

Unit IV: Power and Development 8 Hours

    a. Emergence of a Development State
    b. International Development Regime
    c. New Development: Humanitarian Interventions

Suggested Readings

Escobar, A. (1995). *Encountering development: The making and unmaking of the third world.* Princeton: Princeton University Press.

Gupta, A. (1998). Agrarian populism in the development of a modern nation. In *Postcolonial developments: Agriculture in the making of modern India* (Chapter I, pp. 33-105). Durham: Duke University Press.

Justice, J. (1989).*Policies, plans, and people: Foreign aid and health development.* Berkeley: University of California Press.

Kaldor, M. (2001). A decade of humanitarian intervention: The role of global civil society. In *Global civil society: An answer to war* (pp. 109-146). Oxford: Oxford University Press.

Unit V: Critique of Power and Governmentality   **10 Hours**
   a. Pre-modern and Modern Logics of Power
   b. Bureaucratic Reason and Unreason
   c. Controlling the Body, Disciplining the Self
   d. Governmentality Concept and Post-modern Logics of Power

Suggested Readings

Ferguson, J. (1990). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho*. Cambridge: Cambridge University Press.

Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault effect: The studies in governmentality* (pp. 87-104). Chicago: University of Chicago Press.

Focault, M. (1995). The body of the condemned (Part I, pp. 3-31), Panopticism (Part III, pp. 195-230). In *Discipline and punish: The birth of the prison*. New York: Vintage Books.

Herzfeld, M. (1992). *The social production of indifference: Exploring the symbolic roots of Western bureaucracy* (pp. 1-70). Chicago: The University of Chicago Press.

Scott, J. C. (1999). State projects of legibility and simplification (pp. 1-53), The missing link (pp. 309-358). In *Seeing like a state: How certain schemes to improve the human condition have failed*. New Haven: Yale University Press.

Migration, Refugee and Conflict

CPDS 605-1   **Credit Hours: 3**
Paper: XV   **Teaching Hours: 48**

Objectives
This course has an objective to disseminate understanding on migration, refugee and its varied interlinkages with conflict. The dynamics of conflict differs according to the migration pattern and the migrant status therefore the notion of displacement cannot remain in veil. Hence, this course will be able to highlight and familiarize students with both the vulnerability and resilient nature along with the legal frameworks and humanitarian responses.

Unit I: Conceptual Understanding of Migration   **10 Hours**
   a. Introduction to Migration
   b. Types and Causes of Migration
   c. Movement in contemporary world
   d. Theories of Migration

Suggested Readings

Adhikari, P. (2012). Conflict-induced displacement, understanding the causes of flight. *American Journal of Political Science, 57*(1), 82-89. https://doi.org/10.1111/j.1540-5907.2012.00598.x.

Castelli, F. (2018). Drivers of migration: Why do people move? *Journal of Travel medicine, 25*(1). https://doi.org/10.1093/jtm/tay040.

Czaika, M., & Reinprecht, C. (2022). Migration drivers: Why do people migrate?. In P. Scholten (Ed.), *Introduction to migration studies* (IMISCOE Research Series). Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_3.

Piguet, E. (2018). Theories of voluntary and forced migration. In R. McLeman, & F. Gemenne (Eds.), *Routledge handbook on environmental migration and displacement* (pp. 17-28). Routledge.

Scholten, P. (2022). *Introduction to migration studies: An interactive guide to the literatures on migration and diversity*. Springer Nature.

Zimmermann, K. F. (2014). Circular migration. *IZA World of Labor*. https://doi.org/10.15185/izawol.

Unit II: Understanding Refugees   **10 Hours**
   a. Conceptual underpinnings (Refugees, Asylum seekers, Stateless, internally displaced)
   b. Refugees in Contemporary world
   c. Dynamics of refugee's impact in transit countries, host countries and resettlement countries
   d. International legal frameworks relating to Refugees

Suggested Readings

Goodwin-Gill, G. S. (2014). The international law of refugee protection. *Oxford University Press eBooks*. https://doi.org/10.1093/oxfordhb/9780199652433.013.0021

Refugees, U. N. H. C. for. (n.d.). *OAU Convention Governing the Specific Aspects of Refugee Problems in Africa, adopted by the Assembly of Heads of State and Government at its Sixth Ordinary Session, Addis- Ababa, 10 September 1969*. UNHCR. https://www.unhcr.org/45dc1a682.html

United Nations High Commissioner for Refugees. (2019). *Cartagena Declaration on Refugees, adopted by the Colloquium on the International Protection of Refugees in*

Central America, Mexico and Panama, Cartagena de Indias, Colombia, 22 November 1984. UNHCR. https://www.unhcr.org/about- us/background/45dc19084/cartagena-declaration-refugees-adopted-colloquium-international-protection.html

United Nations High Commissioner for Refugees. (2019). *Convention Relating to the Status of Stateless Persons*. UNHCR. https://www.unhcr.org/protection/statelessness/3bbb25729/convention-relating-status-stateless-persons.html

United Nations High Commissioner for Refugees. (2019). *The 1951 Convention Relating to the Status of Refugees and its 1967 Protocol*. UNHCR. https://www.unhcr.org/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html

Upadhyay, R. (2019). Problem of statelessness in Nepal. *NUTA Journal, 6*(1–2), 64–69. https://doi.org/10.3126/nutaj.v6i1-2.23230.

Unit III: Migration and Nepal   **8 Hours**
   a. History of Migration
   b. Labour migration governance in Nepal
   c. Labour Diplomacy
   d. Social cost of foreign labour migration

Suggested Readings

Adamson, F. B., & Tsourapas, G. (2018). Migration diplomacy in world politics. *International Studies Perspectives, 20*(2), 113–128. https://doi.org/10.1093/isp/eky015

Antman, F. M. (2012). *The impact of migration on family left behind*. IZA.

Bashyal, K., & Subedi, B. (2021). Labour diplomacy and migration governance in Nepal. *Journal of Foreign Affairs*, *1*(1), 107–122. https://doi.org/10.3126/jofa.v1i1.36252

Bhattarai, K. S. (2004). *Armed conflict and migration: A threat for development and peace*. Sweden: Center for East and South East Asian Studies, Lund University.

Hayes, S., Lundy, B. D., & Hallward, M. C. (2016). Conflict-induced migration and the refugee crisis: Global and local perspectives from peacebuilding and development. *Journal of Peacebuilding & Development*, *11*(3), 1–7. https://doi.org/10.1080/15423166.2016.1239404.

Kansakar, V. B. S. (1984). Indo-Nepal migration: Problems and prospects. *Contribution to Nepalese Studies, 11*(2), 49-69. CNAS, Tribhuvan University.

KC, G. (2014). *Kamaune: The cultural and economic imaginaries of migration*. CESLAM

Kunwar, L. S. (2017). Emigration of Nepalese people and its impact. *Economic Journal of Development Issues*, *19*(1-2), 77–82. https://doi.org/10.3126/ejdi.v19i1-2.17705.

MoLESS. (2022). *Nepal labour migration report*. Ministry of Labour Employment and Social Security.

Obeng-Odoom, F. (2020). Afro-Chinese labour migration. *Forum for Social Economics, 50*(3), 276–296. https://doi.org/10.1080/07360932.2020.1724554.

Pravasi Nepali Coordination Committee (2017). *An analytical report on death cases of Nepalese migrant workers in destination countries*.

Sijapati, B., & Limbu, A. (2017). *Governing labour migration in Nepal: An analysis of existing policies and institutional mechanisms*. Himal Books for the Centre for the Study of Labour and Mobility.

Singh, K. M., Singh, R. K. P., & Kumar, A. (2014). *Male worker migration and women empowerment: The case of Bihar, India*. https://dx.doi.org/10.2139/ssrn.2318966

Steele, A. (2019). Civilian resettlement patterns in civil war. *Journal of Peace Research, 56*(1). https://doi.org/10.1177/0022343318820576

Williams, N. E., O'Brien, M. L., & Yao, X. (2021). How armed conflict influences migration. *Population and Development Review, 47*(3), 781–811. https://doi.org/10.1111/padr.12408.

Unit IV: Initiatives on Migration 8 Hours
   a. Legal frameworks for migration in Nepal
   b. Role of ILO, IOM, UNHCR and other relevant agencies
   c. Significance of SDG
   d. Regional, inter-regional, inter-governmental agreements and dialogues

Suggested Readings

Araújo, S., & Meneses, M. P. (2018). *The effectiveness of social dialog as an instrument to promote labour and social justice*. ETHOS consortium

Dahal, K. N. (2021). *Trade unions role and industrial relation in Nepal*. Nepal Labour Foundation published with technical support of International Labour Organisation.

Dhungana, R., & Baniya, J. (n.d). *Labour migration Nepal in regional and global processes*. Centre for the Study of Labour and Mobility.

Government of Nepal. (2006). *Comprehensive Peace Accord.*

Government of Nepal. (2007). *National Policies on Internally Displaced Persons, 2063.*

Government of Nepal. (2014). The Sexual Harassment at Workplace (Prevention) Act

ILO. (2006). *ILO Multilateral Framework on Labour*. https://www.ilo.org

ILO. (2022). *ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up*.

International Labour Office. (1920). *The Labour Provisions of the Peace Treatise*.

International Labour Organization. (2019). International Labour Organization. https://www.ilo.org/global/lang--en/index.html

IOM. (2018). *Migration Governance Framework (MiGOF)*.

Rai, S. M., Brown, B. D., & Ruwanpura, K. N. (2018). *SDG 8: Decent work and economic growth- A gendered analysis*. World Development.

United Nations. (1990). *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*.

Unit V: Changing Dynamics   8 Hours
   a. Technology and migration management
   b. Human Security concerns from security perspectives
   c. Crisis and migration (Pandemic COVID-19)
   d. Emerging Risks and vulnerabilities
   e. Gender lens from economic perspectives

Suggested Readings

Baniya, J., Bhattarai, S., Thapa, B. J., Pradhan, V., Gurung, M., Tumsa, D., Kambang, R., Limbu, B., & Dulal, B. (2020). *COVID-19 and Nepali labour migrants impacts and responses*. Research Paper X. Centre for the Study of Labour and Mobility.

Bernstein, A. (October 2016). Globalization, robots, and the future of work: An interview with Jeffrey Joerres. https://hbr.or*Harvard Business Review*g/2016/10/globalization-robots-and-the-future-of-work.

Carruth, L., Martinez, C., Smith, L., Donato, K., Piñones-Rivera, C., & Quesada, J. (2021). Structural vulnerability: migration and health in social context. *BMJ Global Health, 6(Suppl 1)*, e005109. https://doi.org/10.1136/bmjgh-2021-005109.

Christensen, M. A. (2019). Feminization of poverty: Causes and implications. In W. L. Filho (Ed.), *Encyclopedia of the UN Sustainable Development Goals*. https://doi.org/10.1007/978-3-319- 70060-1_6-1.

Cruz, A., & Klinger, S. (2011). *Gender-based violence in the world of work: Overview and selected annotated bibliography*. ILO.

Elson, D. (2000). *Progress of the world's women, 2000*. UNIFEM Biennial Report. New York: United Nations Development Fund for Women.

Faerrant, G., Pesando, L. M., & Nowacka, K.(2014). *Unpaid care work: The missing link in the analysis of gender gaps in labour outcomes*. OECD Development Centre

Gámez, A. E., & Angeles, M. (2019). Women's participation in the labor market. In *Encyclopedia of the UN sustainable development goals* (pp. 1–12). https://doi.org/10.1007/978-3-319-70060-1_3-1

Gilodi, A., Albert, I., & Nienaber, B. (2022). Vulnerability in the Context of Migration: a Critical Overview and a New Conceptual Model. *Human Arenas, 7*(3), 620–640. https://doi.org/10.1007/s42087-022-00288-5

Kabeer, N. (1994). Triple roles, gender roles, social relations: The political subtext of gender training frameworks. In *Reversed realities gender hierarchies in development thought* (pp. 264-306). University of Virginia.

McAuliffe, M., Blower, J., & Beduschi, A. (2021). Digitalization and artificial intelligence in migration and mobility: Transnational implications of the COVID-19 pandemic. *Societies, 11*(4), 135. https://doi.org/10.3390/soc11040135

Mendola, D., & Pera, A. (2021). Vulnerability of refugees: Some reflections on definitions and measurement practices. *International Migration, 60*(5), 108–121. https://doi.org/10.1111/imig.12942.

Najeeb, F., Morales, M., & Lopez-Acevedo, G. (2020). *Analyzing female employment trends in South Asia*. IZA Institute of Labor Economics.

Pradhan, S. (2021). *The gig economy in Nepal*. Nepal Economic Forum. https://nepaleconomicforum.org/the-gig-economy-in-nepal.

Unit 6: Presentation on Theoretical and Empirical Studies   **4 Hours**

Violence, Human Security and Development

CPDS 605-2   **Credit Hours: 3**
Paper: XVI   **Teaching Hours: 48**

Objectives

Human security tries to build upon and combine insights from diverse perspectives. The concept of human security does not replace but complements them in significant ways. Human security, through the protection-empowerment framework gives better means to realize human rights. It gives equal importance to civil and political as well as to economic, cultural and social rights, and thereby addresses violations in integrated and comprehensive ways. Human security also adds to the human implications of development thinking. Its focus on people against downward risks, reminds the important policy dimension of assuring security in sudden and unforeseen downturns. These may be situations that may give rise to political instability even leading to violent conflicts.

Unit I: Introduction to Violence and Human Security   6 Hours
   a. Violence
   b. Human Security – The Origin and Theoretical Foundations
   c. Uses and Critiques
   d. Human Development

Suggested Readings

Bajpai, K. (2000). *Human security: Concept and measurement*. The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame, Occasional Paper #19 (August 2000) 24 pages

Chandler, D., & Hynek, N. (Eds.). (2011). *Critical perspective on human security: Rethinking emancipation and power in international relations*.UK and NY: Routeldge.

Office of the Coordination of Humanitarian Affairs (OCHA), HSU Unit. (2010).*Handbook on human security, human security in theory and practice*. New York: OCHA.

Santos, C. M. (2005). Feminist debates over the meaning of violence against women. In *women's police stations: Gender, Violence, and Justice in Sao Paulo, Brazil* (pp. 83-114). New York: Palgrave Macmillan.

Truong, T. D., Wieringa, S., & Chhacchi, A. (Eds.). (2006). *Engendering human security: Feminist perspectives.* London: Zed Books.

Ul Haq, M. (1995). *Reflections on human development*. New York: Oxford University Press. http://books.google.fr/books?id=Cwyv2OtYdGQC&printsec=frontcover&hl=fr&source =gbs_ge_summary_r&cad= 0#v=onepage&q&f=false.

Unit II: Violence (Models of Johan Galtung)   12 Hours
   a. Forms of Violence
   b. State-coercion/State-sponsored Violence
   c. Ethnic/Religious Violence
   d. Transitional Violence
   e. Wartime Violence

Suggested Readings

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

Kleinman, A. (2000). The violence of everyday life: The multiple forms and dynamics of social violence. In V. Das, A. Kleinman, M. Ramphele, & P. Reynolds (Eds.), *Violence and subjectivity* (pp. 226-242). Berkeley: University of California Press.

Ramsbotham, O. (2010). *Transforming violent conflict: Radical disagreement, dialogue and survival*. UK: T & F Books.

Santos, C. M. (2005). Feminist debates over the meaning of violence against women. In *women's police stations: Gender, Violence, and Justice in Sao Paulo, Brazil* (pp. 83-114). New York: Palgrave Macmillan.

Sen, A. (2006). *Identity and violence: The illusion of destiny*. India: Penguin Books.

Tarlo, E. (2000). Body and space in a time of crisis: Sterilization and resettlement during the emergency in Delhi. In V. Das, A. Kleinman, M. Ramphele, & P. Reynolds (Eds.), *Violence and subjectivity* (pp. 242-270).Berkeley: University of California Press.

Tilly, C. (2003). *The politics of collective violence*. Cambridge University Press.

Tulchin, J. S., Frühling, H. H., & Golding, H. (2003). *Crime and violence in Latin America: Citizen security, democracy, and the state* (pp. 93-121). Washington, D.C.: Woodrow Wilson Center Press.

Unit III: Sustainable Development   10 hr
   a. Areas of Human Insecurity
   b. 2030 Agenda and the Sustainable Development Goals
   c. Tools of Measuring and Monitoring the SDGs
   d. SDGs Achievements and Challenges in global, regional and national context

Suggested Readings

Sen, A. (1999). *Development as freedom*. New York: Random House.

UIS Statistics. United Nations Educational, Scientific and Cultural Organization, Paris. http://data.uis. unesco.org.

UN DESA. (2022). *Moving beyond GDP and achieving our common agenda with natural capital accounting*. UN DESA Policy Brief No. 144: https://www.un.org/ development/desa/dpad/publication/un-desa-policybrief-no-144-moving-beyond-gdp-and-achieving-ourcommon-agenda-with-natural-capital-accounting/.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable Development*.

Unit IV: Measures to Mitigate Human Insecurity   8 Hours
   a. Humanitarian Intervention
   b. Responsibility to Protect
   c. Responsibility to Rebuild
   d. National, Regional and International Approaches
   e. Communitarian Approaches

Suggested Readings

Bellamy, A. J. (2010). The responsibility to protect—Five years on. *Ethics & International Affairs, 24*(2), 143–169. https://doi.org/10.1111/j.1747-7093.2010.00254.x.

Futamura, M., Newman, E., & Tadjbakhsh, S. (2009). *Towards a human security approach to peacebuilding*. United Nations University Research Brief, No.2 2010.

ICISS. (2001). *The responsibility to protect: Report of the International Commission on Intervention and State Sovereignty*. New York.

UN General Assembly Report A/62/695, Human security-related initiatives and activities by United Nations agencies, funds and programmes, 2008.

UN. (2012). *Report of the Secretary-General. Follow-up to General Assembly resolution 64/291 on human security*.

UNDP. (1994). *Human development report 1994 – New Dimensions of Human Security*. New York: Oxford University Press. Chapter 2, pp. 22-40

Unit V: Case Studies   **12 Hours**

   a. Human Security context in Nepal
   b. Situation of Human Security and Human Development in South Asia
   c. Human Security in Conflict Situation
   d. Case Studies of South Asian countries with Special reference to Human Insecurity

Suggested Readings

Acharya, A. (2001). Human security: East versus West. *International Journal, 61*(3), 442-460. https://DOI:10.2307/40203577.

Alagappa, M. (1998). *Asian security practices: material and ideational influences*. Stanford, California: California University Press.

Bharadwaj, N. N., Dhungana, S. K., Hicks, N., Crozier, R., & Watson, C. (2007). *Nepal at a crossroads: The nexus between human security and renewed conflict in rural Nepal.* Kathmandu: Friends for Peace and International Alert.

Bondurant, J. V. (1988). *Conquest of violence: The Gandhian philosophy of conflict*. Princeton, New Jersey: Princeton University Pres.

Human Security Report Project in Sri Lanka, 23 June, 2011.

Hunter, A. (2008). *Human security study in Nepal.* Applied Research Fellowship: Report on Nepal.

Seminar on *"Poverty Reduction and Regional Development in Sri Lanka"* organized by Human Security Group, United Nations Centre for Regional Development (UNCRD). 1 October 2004. Prof. M.M. Karunanayake and Dr. C.K.M. Deheragoda were the speakers

The Asia Foundation. (2004). *Ethnic relations and human security in eastern Sri Lanka: A report based on individual interviews*.

Applied Research Methods in Conflict, Peace and Development

CPDS 605-3   **Credit Hours: 3**
Paper: XVII   **Teaching Hours: 48**

Objectives
  a. To equip students with practical and theoretical knowledge needed to conduct rigorous research in the fields of conflict, peace and development studies.
  b. To provide students with the tools to design, implement, and analyze research projects relevant to resolving conflicts and promoting peace.
  c. To focus on ethical considerations and the application of research findings to real-world scenarios in conflict resolution and peacebuilding.

Unit I: Advanced Research Design for Conflict, Peace, and Development Studies   8 Hours
  a. Overview of Conflict, Peace, and Development Research
  b. Comparative Research Designs
  c. Disciplinarity and knowledge production:
  - Disciplinary, interdisciplinary, multidisciplinary, cross-disciplinary, transdisciplinary and post-disciplinary approaches
  - Mode 1, Mode 2 and Mode 3 of knowledge production
  d. Major Practices of Peace, Conflict, and Development Research:
  - Uppsala Conflict Data Program,
  - International Peace Research Association (IPRA),
  - SIPRI Military Expenditures and Arms Transfer related datasets
  - PRIO
  - Human Development Index
  - Global Peace Index
  - Sustainable Development Goals Indicators

Suggested Readings

Cohen, E., & Lloyd, S. (2014). Disciplinary evolution and the rise of the transdiscipline. *Informing Science: The International Journal of an Emerging Transdiscipline, 17*, 189-215.

Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. SAGE Publications.

Gleditsch, N. P., Nordkvelle, J., & Strand, H. (2014). Peace research – Just the study of war? *Journal of Peace Research, 51*(2), 145-158. https://doi.org/10.1177/0022343313514074.

Gleditsch, N. P., Wallensteen, P., Eriksson, M., Sollenberg, M., & Strand, H. (2002). Armed conflict 1946-2001: A new dataset. *Journal of Peace Research, 39*(5), 615-637.

Institute for Economics and Peace. (2021). *Global peace index 2021: Measuring peace in a complex world*. IEP

Kunwar, R. R., & Ulak, N. (2024). Understanding the triple helix model and capitalization of knowledge. *Journal of APF Command and Staff College, 6*(1), 1-34. https://doi.org/10.3126/japfcsc.v6i01.57573.

Lijphart, A. (1971). Comparative politics and the comparative method. *American Political Science Review, 65*(3), 682-693. https://doi.org/10.2307/1955513.

Perlo-Freeman, S., & Sköns, E. (2016). *The SIPRI military expenditure database*. Stockholm International Peace Research Institute Yearbook 2016, 269-302.

Sundberg, R., Eck, K., & Kreutz, J. (2012). Introducing the UCDP non-state conflict dataset. *Journal of Peace Research, 49*(2), 351-362. https://DOI:10.1177/0022343311431598.

United Nations Development Programme. (2020). *Human development report 2020: The next frontier—Human development and the Anthropocene*. UNDP.

United Nations. (2015). *Transforming our world: The 2030 agenda for Sustainable Development*. United Nations.

Unit II: Formulating Research Questions and Designing Research from an Applied Perspective   10 Hours

a. Literature review for baseline establishment, reasons/justification (why), and process (how) of review
b. Formulating research problem: clear, measurable, and achievable objectives
c. Developing tools for baseline, mid-line, end-line project evaluation scenarios
d. Strategies of research design: qualitative, quantitative, qual-quan (mixed) research design and Triangulation (Methodological, Theoretical, Techniques, and Disciplines)
e. Selection of research site, universe, population and sample size
f. Principles of Sampling design
g. Development of tools: Questions, checklist, guidelines, scale and framework development
h. Piloting tools for baseline adjustments Research ethics
i. Preparing and finalizing a research proposal: Emphasis on baseline and project evaluation criteria

Suggested Readings

Baker, T. L. (1990). *Doing social research* (3rd ed.). New Delhi: McGraw-Hill College.

Bamberger, M., Rugh, J., & Mabry, L. (2019). *RealWorld evaluation: Working under budget, time, data, and political constraints* (3rd ed.). SAGE Publications.

Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approaches*. New Delhi: Sage Publications.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

DeVellis, R. F. (2016). *Scale development: Theory and applications* (4th ed.). SAGE Publications.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.

Punch, K. F. (2016). *Developing effective research proposals* (3rd ed.). SAGE Publications.

Unit III: Qualitative Data Generation and Analysis   10 Hours

a. Conducting qualitative interviews, observation and Focus Groups (FGDs) in sensitive environments
b. Field notes writing: jotted notes, observation notes, interview transcripts, researcher's inference notes, analytic notes, personal notes.
c. Qualitative data analysis techniques: Thematic, Narrative, Content Analysis, Qualitative data analysis as river journey, Process tracing, Thick description, Arts-based, Emic and etic approaches etc.

d. Qualitative data analysis process: (Knowing data, generating themes, focusing, displaying by categories, identifying patterns and connections with-in and between categories, and organize into coherent order/meaning/descriptions.

Suggested Readings

Karki, M. B. (2012). Assessing activists' motivation: But how? *Contributions to Nepalese Studies, 39*(1 Especial Issue)*,* 85-121. Kathmandu: CNAS, Tribhuvan University.

Leavy, P. (2015). *Method meets art: Arts-based research practice* (2nd ed.). Guilford Press.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Phillippi, J., & Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28*(3), 381-388. https://doi.org/10.1177/1049732317697102.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). SAGE Publications.

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.

Unit IV: Quantitative Data Generation and Analysis   **14 Hours**
   a. Survey questionnaire designing, coding, data entry and data cleaning
   b. Survey Design and Sampling in unstable/Conflict Environments
   c. Introduction to Statistical Modelling of Conflict Data
   d. Working with Big Data: Tools and Techniques
   e. Quantitative Data Analysis with SPSS/R/Stata programming
   f. Data analysis techniques:
      - Univariate analysis,
      - Bivariate analysis and
      - Multivariate analysis
   g. Parametric and non-parametric tests
   h. Descriptive statistics:
      - Measures of central tendency (mean, median and mode) and
      - Measures of dispersion (range, variance and standard deviation), (results and interpretation only)
      - Hypothesis testing: Measures of Association (Chi-square test/non-parametric),
      - Test of difference of mean (t-test, F-test);
   i. Inferential statistics–
      - Correlation analysis
      - Regression analysis, (results and interpretation only)

Suggested Readings

Campbell, J. G., Shrestha, R., & Stone, L. (2011). *The use and misuse of social science research in Nepal.* Kathmandu: Mandala Book Point.

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Routledge.

Conover, W. J. (1999). *Practical nonparametric statistics* (3rd ed.). Wiley.

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Gupta, S. C. (1999). *Fundamental of statistics.* New Delhi: Himalayan Publishing House.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Pennycook, A. (1996). *Borrowing others' words: Text, ownership, memory, and plagiarism. TESOL Quarterly, 30*(2), 201-230. https://doi.org/10.2307/3588141.

Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.

Unit V: Research Projects and workshop   **6 Hours**

    a. From Research to Policy: Evidence based actions for advocacy and policy impact

    b. Students design and potentially implement a small-scale research project applying the methodologies covered in the course.

    c. Suggested data sources (Not limited to): Nepal Statistics Office publications including Nepal Living Standard Survey, SIPRI Military Expenditure Database, SIPRI Arms Transfer Database, Uppasala Conflict Data Program Database, Global Internal Displacement Database.

    d. A half-day workshop will be conducted for sharing and dissemination of findings through peer review sessions followed by a presentation to the class.

Suggested Sources

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Internal Displacement Monitoring Centre (IDMC). (2023). *Global internal displacement database*. https://www.internal-displacement.org/database

Nepal Statistics Office (2024). Nepal living standard survey. https://nsonepal.gov.np/category/1045/

Nutley, S. M., Walter, I., & Davies, H. T. O. (2007). *Using evidence: How research can inform public services*. Policy Press.

Stockholm International Peace Research Institute (SIPRI). (2024). SIPRI Databases. Available at https://www.sipri.org/databases.

University of Pittsburgh, (2024). Peace, Conflict and Terrorism Datasets. https://pitt.libguides.com/conflictstudies/datasets

Uppsala University, (2024). Uppasala Conflict Data Program. https://ucdp.uu.se/downloads/

Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed.). Prentice Hall.

Peace Education

CPDS 651   **Credit Hours: 3**
Paper: XVIII   **Teaching Hours: 48**

Objectives
Peace education is an interdisciplinary field of study that focuses on fostering knowledge, skills, attitudes, and values necessary for individuals to contribute to building a culture of peace. The goal of peace education is to promote understanding, tolerance, and cooperation among individuals and communities, with the ultimate aim of preventing conflicts and violence.

Unit I: Introduction to Peace Education   **8 Hours**
   a. History and Evolution of Peace Education as an Academic Discipline
   b. Peace Education Paradigms and Worldviews: "Education about Peace" vs. "Education for Peace"; Experiential Education; Reflective Learning Practice; "Power-over" to "Power-with"
   c. Peace Education and Culture of Peace

Suggested Readings

Adams, D. (2000). Toward a global movement for a culture of peace. *Peace and Conflict: Journal of Peace Psychology, 6*(3), 259–266. https://doi.org/10.1207/s15327949pac0603_9

Bajaj, M. (2008). *The encyclopedia of peace education*. Charlotte, NC: Information Age Publishing.

Bing, A. G. (1989). Peace Studies as experiential education. *The Annals of the American Academy of Political and Social Science, 504*(1), 48–60. https://doi.org/10.1177/0002716289504001005

Jenkins, Tony (2024). *Peace education in the 21st century: An essential strategy for building lasting peace*. UNESCO Digital Library. https://unesdoc.unesco.org/ark:/48223/pf0000388385.

Unit II: Pioneers of Peace Education and their Philosophies   **8 Hours**
   a. Maria Montessori and Child-led Learning
   b. John Dewey's Instrumentalist and Social Science Approach to Peace Education
   c. Paulo Freire and Pedagogy of the Oppressed
   d. Betty Reardon and Comprehensive Peace Education

Suggested Readings

Bajaj, M. (2008). *The encyclopedia of peace education*. Charlotte, NC: Information Age Publishing.

Dewey, J. (1923). The school as a means of developing a social consciousness and social ideals in children. *Journal of Social Forces, 1*(5), 513-517. https://doi.org/10.2307/3005121

Freire, P. (1993). *Pedagogy of the oppressed*. New York, NY: Continuum.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage (Critical Perspectives Series)*. Lanham, MD: Rowman & Littlefield Publishers.

Kester, K., & Booth, A. (2010). Education, peace, and Freire: A dialogue. Development: A *Journal of the Society for International Development, 53*(4), 498-503. http://doi:10.1057/dev.2010.86

Klein, M. (2007). Peace education and Paulo Freire's method: Towards the democratisation of teaching and learning. *Convergence, 40*(1/2), 187-203.

https://www.academia.edu/8381168/Peace_Education_and_Paulo_Freires_Method_Towards_the_Democratisation_of_Teaching_and_Learning

Reardon, B. (1988). *Comprehensive peace education: Educating for global responsibility*. New York: Teachers College Press.

Reardon, B. (1999). *Peace education: A review and projection*. Stockholm, Sweden: School of Education, Malmo University.

Reardon, B., & Snauwært, D. A. (2011). Reflective pedagogy, cosmopolitanism, and critical peace education for political efficacy: A discussion of Betty A. Reardon's assessment of the field. *Factispax: Online Journal of Peace Education and Social Justice, 5*(1), 1–14. https://doi:10.1007/978-3-319-08967-6_13

Snauwært, D. (2011). Social justice and the philosophical foundations of critical peace education: Exploring Nussbaum, Sen, and Freire. *Journal of Peace Education, 8*(3), 315-331. https://doi:10.1080/17400201.2011.621371

Unit III: Practices in and Approaches to Peace Education **14 Hours**
    a. Critical Peace Education
    b. Global Citizenship Education
    c. Conflict Resolution Education
    d. Disarmament Education
    e. Multicultural and Coexistence Education
    f. Education for Sustainable Development
    g. Human Rights Education
    h. Social-Emotional Learning and Social, Emotional & Ethical (SEE) Learning
    i. Holistic and Constructivist Approach
    j. Preventing Violent Extremism through Education (PVE-E)

Suggested Readings

Bajaj, M., & Brantmeier, E. J. (2011). The politics, praxis, and possibilities of critical peace education. Journal of Peace Education, 8(3), 221-224. https://doi:10.1080/17400201.2011.621356

Bajaj, M. (2008). *The Encyclopedia of peace education*. Charlotte, NC: Information Age Publishing.

Banks, J. A. (2008). *Introduction to multicultural education* (4th ed.). Boston, MA: Pearson.

Borden, L. (2019). Social, emotional, and ethical learning: A curriculum that educates the heart and mind. *Journal of Youth Development, 14*(3), 217-221. https://DOI:10.5195/jyd.2019.851.

Committee for Children. (2023). The *case for a comprehensive approach to social-emotional learning*. https://cdn.secondstep.org/static/pdf/committee-for-children-the-case-for-a-comprehensive-approach-to-social-emotional-learning.pdf

Davis, K. A., Phyak, P., & Bui, T. T. N. (2012). Multicultural education as community engagement: Policies and planning in a transnational era. *International Journal of Multicultural Education, 14*(3). http://dx.doi.org/10.18251/ijme.v14i3.625

De Silva, S. (2017). *Role of education in the prevention of violent extremism* (English). Washington, D.C.: World Bank Group. https://documents1.worldbank.org/curated/en/448221510079762554/pdf/120997-WP-revised-PUBLIC-Role-of-Education-in-Prevention-of-Violence-Extremism-Final.pdf

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage (Critical Perspectives Series)*. Lanham, MD: Rowman & Littlefield Publishers.

Reardon, B. (2009, April 15). *Human rights learning: Pedagogies and politics of peace*. Lecture delivered at the UNESCO Chair for Peace Education Master Conference, University of Puerto Rico. http://www.pdhre.org/HRLreardon.pdf

Robinson, S. (2013). Multicultural studies and sexual diversity: A postmodern queer(y) for all. In J. Pinder (Ed.), *American multicultural studies: Diversity of race, ethnicity, gender, and sexuality* (pp. 463-481). Los Angeles, CA: Sage Publications.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Education for sustainable development goals: Learning objectives*. Paris.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1993). *Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms*. https://unesdoc.unesco.org/ark:/48223/pf0000092452.locale=en

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century*. https://unesdoc.unesc0.org/ark:/48223/pf0000229870

Unit IV: Pedagogies for Peace Education   **10 Hours**
   a. Transformative Pedagogy
   b. Structured Pedagogy for Remedial Education
   c. Participatory, Inclusive and Reflective Pedagogy
   d. Feminist Pedagogy
   e. Arts-based Pedagogy
   f. Social Justice Pedagogy
   g. Nonviolent Communication Pedagogy (Life Enriching Education)
   h. Healing and Reconciliation Pedagogies

Suggested Readings

Asian Development Bank. (2010). *Overview of gender equality and social inclusion in Nepal*. Philippines: ADB.

Kasumagić-Kafedžić, L., & Clarke-Habibi, S. (Eds.) (2023). *Peace Pedagogies in Bosnia and Herzegovina: Theory and Practice in Formal Education*. Cham, Switzerland: Springer Nature.

Kester, K. (2008). Developing peace education programs: Beyond ethnocentrism and violence. *Peace Prints: Journal of South Asian Peacebuilding, 1*(1), 37-64.

Reardon, B. (2001). *Education for a culture of peace in gender perspective*. Paris: UNESCO.

Reardon, B. (2009, April 15). *Human rights learning: Pedagogies and politics of peace*. Lecture delivered at the UNESCO Chair for Peace Education Master Conference, University of Puerto Rico. http://www.pdhre.org/HRLreardon.pdf

Risal, S. (2020). Defining justice and dignity through gendered peace building: A case study of gender-based violence during armed conflict in Nepal. *Social Inquiry Journal of Social Science Research, 2*(1), 56–81. https://doi.org/10.3126/sijssr.v2i1.28908.

Snauwært, D. (2011). Social justice and the philosophical foundations of critical peace education: Exploring Nussbaum, Sen, and Freire. *Journal of Peace Education, 8*(3), 315-331. https://doi:10.1080/17400201.2011.621371

Timalsina, R., & Pudasaini, S. (2021). Local perspectives, global goals: Reflections from citizen-led assessments on measuring learning outcomes in Nepal. In I. I. Munene (Ed.), *Ensuring all children learn: Lessons on equity and inclusion from the South* (pp. 151-164). Maryland: Lexington Books.

Zembylas, M., & Bekerman, Z. (Eds.). (2011). *Critical discourse analysis and transformative pedagogies in education*. New York: Routledge.

Unit V: Peace Education in the Global Context: Case Studies　　　　**8 Hours**

    a. Peace Education in Divided Society: Case of Sri Lanka and Cyprus

    b. Culture and Power in Classroom: Case of Denmark and USA

    c. Peace Education through Experiential Learning: Case of The Olive Tree Initiative

    d. Evolution of Peace Education in Nepal: Integrating peace, human rights and civic education in schools

    e. Youth Peace Literacy: Teaching Peace to Children in Conflict Context

Suggested Readings

Breed, A., Marambio, H.-U., Pells, K., & Timalsina, R. (Eds.). (2024). *Children, youth, and participatory arts for peacebuilding: Lessons from Kyrgyzstan, Rwanda, Indonesia, and Nepal*. London: Routledge.

Cardozo, M. T. A. L. (2008). Sri Lanka: In peace or in pieces? A critical approach to peace education in Sri Lanka. *Research in Comparative and International Education, 3*(1), 19-35. https://DOI:10.2304/rcie.2008.3.1.19

Curriculum Development Centre. (2007). *National curriculum framework*. Bhaktapur: Curriculum Development Centre.

Curriculum Development Centre. (2012). *Peace, human rights and civic education: Teacher resource material (शान्ति, मानव अधिकार र नागरिक शिक्षा: शिक्षक स्रोत सामग्री २०६९)* Bhaktapur: Curriculum Development Centre (CDC). http://202.45.146.138/elibrary/?r=681.

Dhungana, R. K. (2021). Peace Education Initiative in Nepal: Redressing the value of "Celebrating Diversity". *Journal of Contemporary Issues in Education, 16*(1). https://doi.org/10.20355/jcie29434

Kirstensen, K. (2018). *Culture of peace in schools with NVC*. Copenhegen: Kommunication for Livet (Communication for Life).

Melinda, S. (2015). *Nepal: Lessons from integrating peace, human rights, and civic education into social studies curricula and textbooks*. UNESCO. https://www.iiep.unesco.org/en/publication/nepal-lessons-integrating-peace-human-rights-and-civic-education-social-studies-curricula-and. Bhaktapur: Curriculum Development Centre (CDC), Ministry of Education

Schmidt, F., & Friedman, A. (1988). *Peace making skills for little kids. Miami Beach*. Peace Education Foundation.

Thapa, M., Dhungana, R. K., Mahalingam, B., & Conilleau, J. (2010). *Peace by piece: Mainstreaming peace education in South Asia*. Save the Children Sweden Regional Office for South and Central Asia.

Timalsina, R. (2021). Citizen-led assessment and the participatory approach to peace education in Nepal. In Ú. Oswald Spring, & H. G. Brauch (Eds.), *Decolonising conflicts, security, peace, gender, environment and development in the anthropocene. The Anthropocene: Politik—Economics—Society—Science*, vol 30 (pp. 677-690). Springer, Cham. https://doi.org/10.1007/978-3-030-62316-6_24

Timalsina, R. (2023). Participatory approach to peace education in Nepal. In C. P. Davey, C. Toffolo, & M. P. U. Alba (Eds.), *Teaching peace amidst conflict and postcolonialism* (pp. 143-164). Newcastle-Upon-Tyne City: Cambridge Scholars Publishing. https://www.cambridgescholars.com/resources/pdfs/978-1-5275-0108-9-sample.pdf

Timalsina, R., Dhungana, R. K., & Risal, S. (2024). Nepal. In Jenkins, T., & Segal de la Garza, M. (Eds.), *Mapping peace education*. https://map.peace-ed-campaign.org/view/mapping-peace-education/entry/397/

Webster-Doyle, T. (2011). *"Why is everybody always picking on us?" "Are we hardwired for war?" "Pop the bully"*. Colorado: Atrium Society.

Models and Applications of Conflict Resolution

CPDS 652
Paper: XIX

Credit Hours: 3
Teaching Hours: 48

Objectives

The course is intended to provide strong foundation in conflict resolution, conflict analysis and assessment with skill of communication facilitation and dialogue. The course will also familiarise students practical and experiential learning through exercises, simulations, case studies, guest lectures and discussions.

Unit I: Introduction to Conflict Resolution   **4 Hours**
    a. Concept of Conflict Resolution
    b. Concept and History of Alternative Dispute Resolution
    c. Theories on Alternative Dispute Resolution
    d. Types of Alternative Dispute Resolution

Suggested Readings

Nalon-Haley, J. M. (1992). *Alternative dispute resolution.* USA: West Publishing Co.

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

Unit II: Negotiation Theory and Practice   **12 Hours**
    a. Concept of Negotiation
    b. Negotiation: The Culture Roots
    c. Theoretical Framework
    d. Deciding Strategy, Style and Methods
    e. Negotiation Skills through Practice: Simulation Exercise on Negotiation

Suggested Readings

Eco, U. (2004). *Mouse or rat? Translation as negotiation.* London: Phoenix.

Fisher, R., Ury, W., & Patton, B. M. (1992). *Getting to yes: Negotiating agreement without giving in.* Penguin Books.

Justice, T., & Jamieson, D. W. (2012). *The facilitator's fieldbook.* New York. AMACOM Books.

Raiffa, H. (2003). *The art and science of negotiation.* USA: Harvard University Press.

Thompson, L. L. (2011). *The heart and mind of the negotiator.* Pearson.

Unit III: Mediation Theory and Practice   **12 Hours**
    f. Concept of Mediation
    g. Historical Background of Mediation
    h. The Mediation Model
    i. Understanding Dispute Resolution and Mediation
    j. The Transformative Approach to Mediation
    k. The Mediation Process: Conducting productive Mediations
    l. Mediation Skills through Practice: Simulation Exercise on Mediation

Suggested Readings

Bush, R. A. B., & Folger, J. P. (2004). *The promise of mediation: The transformative approach to conflict.* San Francisco: Jossey-Bass.

Giessmann, H. J., & Wils, O. (2009). *Conflict parties' interests in mediation.* Berlin: Berghof Policy Brief 01.Online at http://www.berghof-

center.org/uploads/download/bcr_bps_policy_brief_01.pdf.

Moore, C. W. (2003). *The mediation process: Practical strategies for resolving conflicts* (3rd ed.). San Francisco: Jossey-Bass.

Unit IV: Facilitation Theory and Practice   **12 Hours**
   a.   Concept of Facilitation
   b.   Theories and Models of group dynamics facilitation
   c.   Group development as well as Workshop Development and Delivery Facilitation
   d.   Facilitation with Technology
   e.   Preparation and Process
   f.   Facilitation Skills through Practice: Workshop Exercise on Facilitation

Suggested Readings

Broome, B. J.(2003). Responding to the challenges of third-party facilitation: Reflections of a scholar-practitioner in the Cyprus conflict. *Journal of Intergroup Relations*, *26*(4), 24-43.

Broome, B. J. (1997). Designing a collective approach to peace: Interactive design and problem-solving workshops with Greek-Cypriot and Turkish-Cypriot communities in Cyprus. *International Negotiation*, *2*(3), 381-407.

Kraybill, R. (2005). Facilitation skills for interpersonal transformation. In *Berghof Handbook for Conflict Transformation*. http://www.beyondintractability.org/essay/facilitation/?nid=1290.

Schwarz, R. (2002). *The skilled facilitator: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. New York: Jossey-Bass, John Wiley & Sons.

Unit V: Indigenous and Traditional Mechanisms of Conflict Resolution   **8 Hours**
   a.   Overview of Indigenous and Traditional Mechanisms of Conflict Resolution in Nepal, Sri Lanka and Pakistan
   b.   Community Mediation Practice in Nepal, Sri Lanka and Pakistan

Suggested Readings

Chhetri, R., & Kattel, S. P. (2004). *Dispute resolution in Nepal: A socio-cultural practices*. Kathmandu: CVICT.

Pradhan, R. (2005). *Legal anthropology and traditional disputing process in Nepal*. Kathmandu: Access to Justice Program, UNDP.

Shah, S., & Thapa, M. (2009). *Bringing justice back to the community: Impact evaluation of community mediation programs*. Kathmandu: The Asia Foundation. (Unpublished Report of Impact Evaluation of Community Mediation Program of Nepal).

Sustainable Tourism Development

CPDS 653   **Credit Hours: 3**
Paper: XX   **Teaching Hours: 48**

Objectives

The objective of this course has been designed to provide student with the concept and explicit knowledge on sustainable on one side and tourism development on the other. This course will focus on sustainable on one side and tourism development on the other. This course will focus on sustainable tourism as an idea of economic development with concept of sustainability, trinity and sustainable tourism goals-2015. This study will also focus on well-being and quality of life where tourism is a tool to pursue those goals. Basic discussions will be on development capital conservations and protections of natural resources, ecology economic, socio-cultural institutions with triple bottom line,

Unit I: The Concept of Development   8 Hours
  a. Various concepts of development
  b. Development Theories (Modernization theory, Dependency theory, World system theory, Economic liberalism, Alternative development, Sustainable development) Analysis of tourism development).

Unit II: Introduction to Tourism   8 Hours
Dimensions of tourism, historical development of tourism, Tourism platforms, typology of tourists and tourism Theories of tourism, Touristic traditions.

Unit III: Alternative Tourism Development   8 Hours
Sustainable tourism, environmental tourism, rural tourism, ecotourism, responsible tourism, regenerative tourism, carrying capacity, post covid-19 tourism.

Unit IV: Sustainable Tourism and Environment   8 Hours
Tourism and Anthropocene, Tourism and climate change, Stakeholder theory and sharing economy, concepts of capital, Resource conservation, A brief analysis of SDG -2015, Status of sustainable tourism development in Nepal.

Unit V: Review of Sustainable Literatures   16 Hours
This unit will be the background of how sustainable development came into existence in the global academia. Here the students will be assigned to read, write and present on the specified text listed below. The following literatures are referred.

Boulding, L. E. (1964). *The meaning of the twentieth century: The great transition*. Harper & Row, Publishers Inc.

Brown, L. R. (2011). *World on the edge: How to prevent environmental and economic collapse*. W. W. Norton & Company.

Brown, L. R. (2011). *World on the edge: How to prevent environmental and economic collapse*. W. W. Norton & Company.

Carson, R. (1962). *Silent spring*. The Riverside Press Cambridge.

Ehrlich, P. R. (1968). *The population bomb*. Ballantine Books.

Hardin, G. (2009). The tragedy of the commons. *Journal of Natural Resources Policy Research, 1*(3), 243–253. https://DOI: 10.1080/19390450903037302.

Lovelock, J. (2000). *Gaia: A new look at life on earth*. Oxford University Press.

McKibben, B. (2003). *The end of nature: Humanity, climate change and the natural world*. Bloomsbury.

Meadows, D. H., Meadows, D. L., Randers, J., & Behrens III, W. W. (1972). *The limits to

growth. Signet.

Naess, A. (1973). The shallow and the deep, long-range ecology movement. A Summary. *Inquiry: An Interdisciplinary Journal of Philosophy, 16*(1-4), 95–100. https://DOI:10.1080/00201747308601682.

Suggested Readings

Cater, C., Garrod, B., & Low, T. (Eds.) (2015). *The encyclopedia of sustainable tourism*. Cabi.

Dredge, D. (2022). Regenerative tourism: Transforming mindsets, systems and practices. *Journal of Tourism Futures, 8*(3), 269–281. https://doi.org/10.1108/jtf-01-2022-0015

Fletcher, R. (2018). Ecotourism after nature: Anthropocene tourism as a new capitalist "fix." *Journal of Sustainable Tourism*, 1–14. https://doi:10.1080/09669582.2018.1471084

Gren, M., & Huijbens, E. (2014). Tourism and the anthropocene. *Scandinavian Journal of Hospitality and Tourism, 14*(1). https://10.1080/15022250.2014.886100.

Kruk, E., Krutzmann, H., & Richter, J. (Eds.). (2009). *Integrated tourism concepts to contribute to sustainable mountain development in Nepal*. giz, ICiMOD, BMZ.

Kunwar, R. R. (2017). *Tourists and tourism* (Revised and Enlarged Edition). Kathmandu: Ganga Sen.

Leslie, D. (Ed.). (2012). *Responsible tourism: Concepts theory and practice*. Cabi.

Mowforth, M., & Munt, I. (2016). *Tourism and sustainability: Development, globalisation and new tourism in the Third World*. Routledge.

Naess, A. (1973). The shallow and the deep, long-range ecology movement. A Summary. *Inquiry: An Interdisciplinary Journal of Philosophy, 16*(1-4), 95–100. https://DOI:10.1080/00201747308601682.

Nishihara, Y., Fujiwara, N., & Goto, M. (2014). A survey for sustainable development of tourism in Nepal. *Interdisciplinary Environmental Review, 15*(4), 239-251. https://doi.org/10.1504/IER.2014.065029.

Novelli, M. (2005). *Niche tourism: Contemporary issues, trends and cases*. Elsevier.

Sharpley, R. & Telfer, D. J. (Eds.). (2006). *Tourism and development: Concept and issues*. Channel View Publications.

United Nations. (n.d.). United Nations Conference on Environment and Development, Rio de Janeiro, Brazil, 3-14 June 1992.

UNWTO. (2013). *Sustainable tourism for development guidebook*. Madrid, Spain: UNWTO.

UNWTO. (2017). *2017 is the international year of sustainable tourism for development*. http://www.unwto.org/archive/global/ press-release/2017-01-03/2017-international-year-sustainable-tourism-development.

UNWTO. (2019). *International tourism highlights, 2019 Edition*. Madrid, Spain. https://www.e-unwto.org/doi/pdf/10.18111/ 9789284421152

World Commission on Environment and Development. (1987). *Report of the World Commission on Environment and Development: Our Common Future*. Transmitted to the General Assembly as an Annex to document A/42/427 – Development and International Co-operation: Environment.

World Tourism Organization and United Nations Development Programme (2017). *Tourism and the sustainable development goals – Journey to 2030*. Madrid: UNWTO.

World Tourism Organization. (2018). *Tourism and sustainable development goals: Good Practices in the Americas*. UNWTO. https://DOI: 10.18111/9789284419685

World Tourism Organization. (n.d). *Tourism in the 2030 agenda*. UNWTO. https://www.unwto.org/tourism-in-2030-agenda

Public Policy, Local Governance and Planning

CPDS 654-1   **Credit Hours: 3**
Paper: XXI   **Teaching Hours: 48**

Objectives

The course aims to help students to have a critical understanding of Public Policy and l Governance. The course will introduce students with the discourses on global policy their implications in public policy making in developing countries. The course also deals with various key actors, institutions and processes used in local governance. By and large, the course aims students to be acquainted with challenges and opportunities in public policies and local governance and their implications for development and peace at grassroots level. It is expected that by the completion of this course, students will equip themselves with the knowledge and understanding of public policy and local governance with practical experience.

Unit I: Introduction to Public Policy   4 Hours

    a. Public Policy and the Idea of Local Governance
    b. Global Governance
    c. Global Civil Society's Role in Shaping Public Policy
    d. Globalisation and Global Policy

Suggested Readings

Duffield, M. (2001). *Global governance and the new wars: The merging of development and security*. London: Zed Books.

Engelstad, F. (2004). Democracy at work? Does democracy in working life make sense in the 21st century?". In Ø. Østerud, & F. Engelstad (Eds.), *Power and democracy. Critical interventions*. London: Ashgate.

Hall, J., & Trentmann, F. (Eds.). (2005). *Civil society: A reader in history, theory and global politics*. Houndsmills: Palgrave Macmillan.

Held, D. (2004). *Global covenant: The social democratic alternative to the Washington consensus*. Oxford, UK: Polity Press.

Held, D., & Roger, C. (Eds.). (2013). *Global governance at risk*. Oxford, UK: Polity Press.

Kaldor, M. (2003). *Global civil Society: An answer to war*. Oxford, UK: Polity Press.

Kothari, R. (2005). *Rethinking democracy*. Hyderabad: Orient Longman.

Meyer, T. (2007). *The theory of social Democracy*. Cambridge: Polity Press.

Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2006). *The Oxford handbook of public policy*. Oxford University Press.

Radhakrishnan, S. (2010). *The Bhagwat Gita in the light of global governance*. India: Harper Collins.

Rangarajan, L. N. (2000). *Kautilya: The Arthasasthra. India*: Penguin Books.

Schumpter, J. A. (2003). *Capitalism, socialism and democracy*. London and New York: Routledge.

Stiglitz, J. E. (2002). *Globalization and its discontents*. W.W. Norton & Company.

Unit II: Public Policy in Practice   4 Hours

    a. Public Policy Cycle
    b. Public Policy and the Law-Making Process
    c. Non-State Agencies in Public Policy
    d. Democratisation and Public Policy in Post-Conflict Societies

Suggested Readings

Aditya, A. (Ed.). (2011). *The civil society-state interface: Renegotiating the space between the private and the political*. Lalitpur: Pragya Foundation and Friedrich Ebert Foundation.

Collier, P. (2007). *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press.

Jamil, I., & Paudel, N. R. (2023). Quest for democratic governance in Nepal: The relevance of governance legitimacy and capacity. In H. Zafarullah, & N. A. Siddiquee (Eds.), *Open government and freedom of information: Policy and practice in Asia and the Middle East*. Switzerland: Springer International Publishing

Levitsky, S., & Murillo M. V. (2013). Building institutions on weak foundations. *Journal of Democracy, 24*(2), 93-107. https://DOI:10.1353/jod.2013.0031.

Migdal, J. S. (1988). *Strong societies and weak states: State-society relations and state capabilities in the Third World*. Princeton N.J: Princeton University Press.

Peters, B. G. (2015). *Advanced introduction to public policy*. Cheltenham, UK, Northampton, MA, USA: Edward Elgar Publishing.

Rana, R. B.(2014) *Aspect of public policy*. Kathmandu: Kantipur College of Public Management.

Rawls, J. (1971). *A theory of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Sen, A. (2009). *The idea of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Unit III: Governance and Planning   **4 Hours**
  a. The Politics of Public Policy in Developing Countries
  b. Foreign Aid, Public Policy, and the State Legitimacy
  c. Economic Development and Public Policy

Suggested Readings

Esping-Andersen, G. (1990). *The three worlds of welfare capitalism*. Cambridge: Polity Press.

Frank, A. G. (1998). *ReOrient: Global economy in the Asian age*. Berkeley: University of California Press.

Karns, M. P., & Mingst, K. A. (2010). *International organizations: The politics and processes of global governance*. Viva Books

Mishra, C. (2062 B.S.). *Pujibad Ra Nepal*. Kathmandu: Sajha Prakashan.

Mosse, D. (2005). *Cultivating development: An ethnography of aid policy and practice*. London: Pluto Press.

Myrdal, G. (1968). *An inquiry into the poverty of nations*. New York, Twentieth Century Fund.

Pandey, S. B. (1987). *Tyas Bhakat Ko Nepal*. Kathmandu: Sardar Bhimbahadur.

Pangeni, B. (2015). *Nepal Ko Aarthik Itihas: Arthik Prashashan Ko Sandharva*. Sahu / Subba Dharma Narayan (1908-1926 B.S.). Dharma Narayan Study Foundation.

Paudel, N. R. (2022). *Public administration and federalism in Nepal*. Kathmandu: SOMPAG-PRC.

Peters, B. G., (2015) *Advanced introduction to public policy*. Cheltenham, UK, Northampton, MA, USA: Edward Elgar Publishing.

Picketty, T. (2013). *Capitalism in the twenty-first century*. Harvard University Press.

Polyani, K. (1957). *The great transformation: The political and economic origins of our time*. Boston: Beacon Press by arrangement with Rinehart & Company, Inc.

Rana, R.B.(2014) *Aspect of public policy*. Kathmandu: Kantipur College of Public Management.

Regmi Research Series. http://www.digitalhimalaya.com/collections/journals/regmi.

Schumacher, E. F. (2010). *Small is beautiful: A study of economics as if people mattered*. Harper Perennial.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Shah, S. (2008). *Civil society in uncivil places: Soft state and regime change in Nepal*. Honolulu: East-West Center.

Stiglitz, J. (2010). *Freefall: America, free markets, and the sinking of the world economy*. New York: W. W. Norton & Company.

Stiglitz, J. (2012).*The price of inequality: How today's divided society endangers our future*. New York: W. W. Norton & Company.

Stone, D. (2002). *Policy paradox: The art of political decision making*. New York: Norton.

UNRISD (2010). *Combating poverty and inequality: Structural change, social policy and politics*. Geneva: United Nations Research Institute for Social Development (UNRISD).

Unit IV: Working with Public Policy and Planning at Local Level (Practicum) 36 Hours
  a. Identification of areas of public policy and planning
  b. Planning for the fieldwork
  c. Placement of students in the field
  d. Fieldwork monitoring and supervision
  e. Preparing fieldwork report
  f. Presentation of the report

Outputs and Evaluation

1) Fieldwork proposal will be evaluated for 15 marks. 2) Fieldwork efforts and field notes (for the quality of the information and neatness) will be evaluated for 30 marks; 3) The research report will be evaluated for 40 marks, and 4) The Research Findings presentations will be evaluated for 15 marks.

Media, Peace and Technology

CPDS 654-2   **Credit Hours: 3**
Paper: XXII   **Teaching Hours: 48**

Objectives
   a. To understand the impact of media and technological advances on peace processes and conflict resolution
   b. To evaluate the effectiveness, limitations, and ethical considerations of using various technologies in peace and conflict contexts.
   c. To cultivate critical thinking about conflict-sensitive media and future of technologies in relation to sustainable peace building.

Unit I: Media and its relevance to Peacebuilding   4 Hours
   a. Defining media and journalism (concept of communication, forms of media, historical evolution of media along with technological advancements)
   b. Role of media to promote peace and development in the age of Artificial Intelligence (evolving media use, theoretical perspective on conflict sensitive media-peace journalism, agenda setting, framing, countering technology-driven malpractices-fake news, misinformation, mal-information to promote peace.
   c. Emerging technologies relevant to conflict and piece and their rational use (overview of new media technology, media literacy)

Suggested Readings

Entman, R. M. (2009). *Projections of power: Framing news, public opinion, and U.S. foreign policy.* University of Chicago Press.

Firchow, P., Martin-Shields, C., Omer, A., & Mac Ginty, R. (2017). PeaceTech: The liminal spaces of digital technology in peacebuilding. *International Studies Perspectives, 18*(1), 4-42. https://doi.org/10.1093/isp/ekw007.

Global Campaign for Peace Education. (n.d.). 100+ free education for peace (and justice) resources online. Retrieved from https://www.peace-ed-campaign.org/100-free-education-for-peace-and-justice-resources-online/

Hanitzsch, T. (2004). Journalists as peacekeeping force? Peace journalism and mass communication theory. *Journalism studies*, *5*(4), 483-495. https://doi.org/10.1080/14616700412331296419

Hirblinger, A. T., Hansen, J. M., Hoelscher, K., Kolås, Å., Lidén, K., & Martins, B. O. (2023). Digital peacebuilding: A framework for critical–reflexive engagement. *International Studies Perspectives, 24*(3), 265-284. https://doi.org/10.1093/isp/ekac015

Huckle, S., & White, M. (2017). Fake news: A technological approach to proving the origins of content, using blockchains. *Big data, 5*(4), 356-371.

Peace Insight. (2024). *Six ways technology can harness the power of peace*. https://www.peaceinsight.org/en/resources/six-ways-technology-can-harness-power-peace/

Peace Insight. (2024). *Technology and peacebuilding*. https://www.peaceinsight.org/en/themes/technology/

Peace Literacy Institute. (2024). *Peace and tech*. https://www.peaceliteracy.org/peaceandtech

Unit II: Technological innovation and application in conflict and peace   4 Hours
   a. Technology in Conflict Prevention and Early Warning Systems (the role of artificial intelligence in predicting conflicts, mobile technologies and crowd-sourcing for data collection and monitoring, Internet-based platforms for conflict mapping and analysis

b. Cybersecurity and Cyber Peacekeeping (Cyber warfare and its impact on international peace, understanding cyber threats in conflict regions, mechanisms for enhancing cyber resilience in peace operations, surveillance technologies in peacekeeping missions, use of drones and robotics)
c. Role of Social Media and Digital Communication
   - Analysis of social media in mobilizing peace movements
   - Case studies of digital diplomacy / Leaders using social media and public communication
   - Challenges of misinformation and digital divides
d. Virtual Reality and Conflict Simulation (employing VR for empathy training and conflict understanding, simulating peace negotiations and conflict resolution scenarios, educational uses of VR in peace studies

Suggested Readings

Andrews, J. G., Buzzi, S., Choi, W., Hanly, S. V., Lozano, A., Soong, A. C. K., & Zhang, J. C. (2014). What will 5G be? *IEEE Journal on Selected Areas in Communications, 32*(6), 1065-1082. https://doi.org/10.1109/jsac.2014.2328098

Atzori, L., Iera, A., & Morabito, G. (2010). The internet of things: A survey. *Computer Networks, 54*(15), 2787-2805. https://doi.org/10.1016/j.comnet.2010.05.010

Deloitte. (2024). *Cyber Physical Systems (CPS)*. https://www2.deloitte.com/content/dam/Deloitte/us/Documents/Advisory/us-iiot-cyber-all-in-one-placemat.pdf

Hirblinger, A. T., Hansen, J. M., Hoelscher, K., Kolås, Å., Lidén, K., & Martins, B. O. (2023). Digital peacebuilding: A framework for critical–reflexive engagement. *International Studies Perspectives, 24*(3), 265-284. https://doi.org/10.1093/isp/ekac015

Peace Insight. (2024). *Six ways technology can harness the power of peace*. https://www.peaceinsight.org/en/resources/six-ways-technology-can-harness-power-peace/

Peace Insight. (2024). *Technology and peacebuilding*. https://www.peaceinsight.org/en/themes/technology/

Reine, R., Juwono, F. H., Sim, Z. A., & Wong, W. K. (2021). Cyber-physical-social systems: An overview. In S. Jain, & S. Murugesan (Eds.), *Smart Connected World: Technologies and applications shaping the future* (pp. 25-45). Springer, Cham. https://doi.org/10.1007/978-3-030-76387-9_2

Sobb, T., Turnbull, B., & Moustafa, N. (2023). A holistic review of cyber–physical–social systems: New directions and opportunities. *Sensors, 23*(17), 7391. https://doi.org/10.3390/s23177391

Yu, B., Zhou, J., & Hu, S. (2020). Cyber-physical systems: An overview. In S. Hu, & B. Yu (Eds.), *Big data analytics for cyber-physical systems* (pp. 1-11). Springer.Cham. https://doi.org/10.1007/978-3-030-43494-6_1

United States Institute of Peace. (2024). Peace terms: A glossary of terms for conflict management and peacebuilding. Retrieved from https://www.usip.org/publications/usip-peace-terms-glossary

Unit III: Legal frameworks and ethical consideration on the use of media and technologies **4 Hours**
a. International and national legal framework on the rational use of technologies
b. Surveillance, cyber warfare, digital Diplomacy, and legal challenges
c. Use of social media, boundaries between laws and ethical practices in the use of media and technologies.

Unit IV: Media technologies and tolls Technologies in Conflict and Peace: Approaches and Practices (Practicum)   **36 Hours**

      a. Identification of areas of Media Peace and Technology (Legal frameworks and ethical implications: International treaties, declaration, guidelines and provisions; national legal and policy provisions; privacy concerns and ethical issues; safety, security, interdependence, and compatibility; Tech-Driven Human Rights Advocacy and Monitoring: tools for human rights monitoring and reporting; technology in documenting and responding to human rights abuses; engagement of international organizations with tech-based advocacy))

      b. Planning for the fieldwork

      c. Placement of students in the field

      d. Fieldwork monitoring and supervision

      e. Preparing fieldwork report

      f. Presentation of the report

Suggested Readings

Amoroso, D., & Tamburrini, G. (2020). Autonomous weapons systems and meaningful human control: Ethical and legal issues. *Current Robotics Reports, 1*(3), 187-194. https://doi.org/10.1007/s43154-020-00024-3

De Filippi, P., & Wright, A. (2018). Blockchain and the law: The rule of code. Harvard University Press. https://www.hup.harvard.edu/catalog.php?isbn=9780674976429

Emerson, J., Satterthwaite, M. L., & Pandey, A. V. (2018). The challenging power of data visualization for human rights advocacy. In M. K. Land & J. D. Aronson (Eds.), *New technologies for human rights law and practice* (pp. 162-187). Cambridge University Press. https://doi.org/10.1017/9781316838952.008

Esberg, J., & Mikulaschek, C. (2021). Digital technologies, peace and security: Challenges and opportunities for United Nations peace operations. United Nations Peacekeeping. https://peacekeeping.un.org/sites/default/files/esberg_and_mikulaschek_-conflict_peace_and_digital_technologies-_v3_210825.pdf

Firchow, P., Martin-Shields, C., Omer, A., & Mac Ginty, R. (2017). PeaceTech: The liminal spaces of digital technology in peacebuilding. *International Studies Perspectives, 18*(1), 4-42. https://doi.org/10.1093/isp/ekw007

Henz, P. (2021). Ethical and legal responsibility for artificial intelligence. *Discover Artificial Intelligence, 1*(2). https://doi.org/10.1007/s44163-021-00002-4

Hirblinger, A. T., Hansen, J. M., Hoelscher, K., Kolås, Å., Lidén, K., & Martins, B. O. (2023). Digital peacebuilding: A framework for critical–reflexive engagement. *International Studies Perspectives, 24*(3), 265-284. https://doi.org/10.1093/isp/ekac015

Walker-Munro, B. (2024). Can autonomous weapon systems be seized? Interactions with the law of prize and war booty. *Journal of Conflict and Security Law, 29*(1), 143-163. https://doi.org/10.1093/jcsl/krad016

Outputs and Evaluation

1) Fieldwork proposal will be evaluated for 15 marks. 2) Fieldwork efforts and field notes (for the quality of the information and neatness) will be evaluated for 30 marks; 3) The research report will be evaluated for 40 marks, and 4) The Research Findings presentations will be evaluated for 15 marks.

Peace and Disarmament

CPDS 654-3   **Credit Hours: 3**
Paper: XXIII   **Teaching Hours: 48**

Objectives
This course will provide students with knowledge on dialogue on disarmament, non-proliferation and security matters by informing students on global disarmament and non-proliferation norms and region-oriented approach to translating global disarmament and non-proliferation norms in Asia and around the world. Further this course will also support the students to identify pressing disarmament, non-proliferation and security issues at the regional and sub-regional levels, provide a forum for dialogue in these issues and held develop practical solutions to them.

Unit I: Introduction to Peace and Disarmament   **4 Hours**
    a. Concept, Definitions and History
    b. Key efforts of peace and disarmament education
    c. Theoretical Framework
- Theories of armament
  - The action-reaction model
  - The bureaucratic-institutional imperative model
  - Technological imperative model
- Game Theories of arm races
  - Repeated Prisoners' dilemma model
  - Spiral model
  - Deterrence model
- Assimilation model and its application

    d. Armaments trends in globalised world
- Categories of weapons
- The international arms industry and trade
- Technology and the future of arms proliferation

    e. Critical analysis: theory and trends

Suggested Readings

Downs, G. W., Rocke, D. M., & Siverson, R. M. (1985). Arms races and cooperation. *World Politics, 38*(1), 118-146.

Fearon, J. D. (1995). Rationalists explanations of war. *International Organization,49*(3), 379-414. https://doi.org/10.1017/S0020818300033324

Franco-Jones, P. (1987-1988). Public private partnership: Lesson from the Brazilian armaments industry. *Journal of International Studies and World Affairs, 29*(4), 41-68.https://DOI:10.2307/165817

Gillis, M. (2009). *Disarmament: A basic guide*. New York: United Nations.http://www.un.org/disarmament/HomePage/ODAPublications/AdhocPublications/PDF/guide.pdf.

Herz, J. H. (1981). Political realism revisited. *International Studies Quarterly, 25*(2), 182-197. https://doi.org/10.2307/2600350

Kaldor, M. (1986). The weapon succession process. *World Politics, 38*(4), 577-595. https://doi.org/10.2307/2010167

Knoff, J. W. (2010). The fourth wave in deterrence research. *Contemporary Security Policy, 31*(1), 1-33. https://doi.org/10.1080/13523261003640819

Kydd, A. (1997). Game theory and the spiral model. *World Politics, 49*(3), 371-400. https://doi.org/10.1353/wp.1997.0012

Kydd, A. (2000). Arms races and arms control: Modelling the Hawk perspective. *American Journal of Political Science, 44*(2), 228-244.https://DOI:10.2307/2669307

Moll, K. D., & Luebbert, G. M. (1980). Arms race and military expenditure models: A review.*Journal of Conflict Resolution, 24*(1). 153-185. DOI:10.1177/002200278002400107

Reppy, J. (1990). The technological imperative in strategic thoughts. *Journal of Peace Research, 27*(1), 101-106. https://doi.org/10.1177/0022343390027001009

Singer, P. W. (2001-2002). Corporate warriors: The rise of the privatized military industry and its ramification for international security. *International Security, 26*(3), 186-220. https://doi.org/10.1162/016228801753399763

Singer, P. W. (2009). Robots at war: The new battlefield. *Wilson Quarterly, 33*(3), 30-48.

Small Arms Survey (2009). *Small arms survey 2009: Shadows of war*. New York: Cambridge University Press. Chapter 1-Sifting the Sources: Authorized Small Arms Transfers; pp. 6-59.

Stockholm International Peace Research Institute. (2020). *SIPRI yearbook 2020: Armaments, disarmament and international security*. SIPRI.

Thomas, R. G. C., & Gupta, A. (Eds.). (2000). *India's nuclear security*. New Delhi: Vistaar Publications.

Tulliu, S., & Schmalberger, T. (2001). *Coming to terms with security: A lexicon for arms control, disarmament and confidence-building*. Geneva: United Nations Institute for Disarmament Research (UNIDIR).

United Nations Institute for Disarmament Research. (2018). *The impact of artificial intelligence on strategic stability and nuclear risk*. UNIDIR.

Zanders, J. P. (2004). *A verification and transparency concept for technology transfers under the BTWC*. Stockholm: WMD Commission.

Unit II: The Dynamics of Disarmament   **4 Hours**
   a. Drivers of disarmament and arms control

- Humanitarian law and the changing pattern of arms and warfare
- The emerging role of disarmament and arms control in 20th century peace movements
- Key actors in 21st century

   b. A closer look at disarmament and arms control efforts

- Nuclear disarmament and non-proliferation
- Mine ban efforts and Mine action
- SALW control

Suggested Readings

Borrie, J., & Thornton, A. (2008). *The value of diversity in multilateral disarmament work*. United Nations Institute for Disarmament Research.

Control Arms Campaign. (2006). *Arms without borders: Why globalised trade needs global controls*. http://www.controlarms.org/en/documents%20and%20files/reports/english-reports/arms-without-borders.

Cortright, D. (2008). *Peace: A history of movements and ideas*. New York: Cambridge University Press.

Hubert, D. (2000). *The landmine ban: A case study in humanitarian advocacy*. Stimson Avenue Providence: Brown University. http://www.watsoninstitute.org/pub/op42.pdf.

ICRC. (2006). A guide to the legal review of new weapons, means and methods of warfare: Measures to implement article 36 of additional protocol I of 1977. *International Review of the Red Cross, 88*(864), 931-956.

Nelson, C. (2006). *Women and disarmament: What can be learnt from conflicts in Solomon Islands, Bougainville and PNG?*

Rappert, B. (2008). *A convention beyond the convention: Stigma, humanitarian standards and the Oslo process*. London: Landmine Action.

Sharma, G. C. (2007). *International non-governmental organisations in arms control and disarmament: Potential and viability*. Colombo: Regional Centre for Strategic Studies. http://www.rcss.org/publication/policy_paper/Policy40.pdf .

United Nations Office for Disarmament Affairs. (2017). *Disarmament: A basic guide* (4th ed.). United Nations.

Vayrynen, R., & Cortright, D. (2010). *Towards a nuclear Zero*. New York: Routledge.

http://www.iansa.org/regions/asiapacific/documents/WomenandDisarmamentinPNGSIandBo ugseminarpaper06.pdf

http://www.icrc.org/Web/eng/siteeng0.nsf/htmlall/review-864-p931/$File/irrc_864_ICRC_Geneva.pdf.

http://www.stopclustermunitions.org/wp/wp-content/uploads/2008/07/a-convention-beyond-the-convention-lma.pdf

Unit III: International Efforts in the Wider Framework   4 Hours

   a. Disarmament, Demobilization and Reintegration (DDR)
- Policy and Strategy
- Structure and Process
- Cross-cutting Issues

   b. Second generation DDR and Idea of Security Sector Reform (SSR)

   c. International Treaties and Agreements
- Treaty on the Non-Proliferation of Nuclear Weapons (NPT)
- Comprehensive Nuclear-Test-Ban Treaty (CTBT)
- Arms Trade Treaty (ATT)

   d. International Organizations
- United Nations Office for Disarmament Affairs (UNODA)
- International Atomic Energy Agency (IAEA)
- Organization for the Prohibition of Chemical Weapons (OPCW)

   e. Regional Agreements and Organizations
- South Asian Association for Regional Cooperation (SAARC)
- African Union (AU) initiatives

Suggested Readings

Borrie, J., & Thornton, A. (2008). *The value of diversity in multilateral disarmament work*. United Nations Institute for Disarmament Research.

Bouta, T. (2005). *Gender and disarmament, demobilization and reintegration*. Netherlands Institute of International Relations: Hague.

http://unddr.org/docs/2GDDR_ENG_WITH_COVER.pdf.

http://unddr.org/docs/Final%20version%20of%20Lessons%20learned.pdf.

http://www.oecd.org/dataoecd/50/58/35112187.pdf.

Joyner, D. H. (2009). The role of international law in arms control and disarmament. *International Law Studies*, 85, 1-30.

Knight, M. (2004). Guns, camps and cash: disarmament, demobilization and reinsertion of former combatants in transition from war to peace. *Journal of Peace Research, 41*(4), 499-516. https://doi.org/10.1177/0022343304044479

Lo, J. (2003). Nuclear deterrence in South Asia: Theory and practice. *International Journal, 58*(3), 395-414. https://doi.org/10.1177/002070200305800308

National Commission against Proliferation of Illicit Small Arms (2008). *Survey report on prevalence of illicit small arms in Sri Lanka*. Colombo: NCAPISA. Chapter 7: Small Arms Control: 165-190.

UNICEF. (2005). *The disarmament, demobilization and reintegration of children associated with the fighting Forces: Lesson learned in Sierra Leone 1998-2002*. UNICEF: Darkar.

United Nations Department of Peacekeeping Operations. (2010). *Second generation Disarmament, Demobilization and Reintegration (DDR) Practices in Peace Operations*. United Nations: New York.

Unit V: Working with Peace and Disarmament (Practicum)   **36 Hours**
    a. Identification of areas of peace and disarmament (Cyber warfare and security, Autonomous weapons systems, Space weapons and militarization, Biotechnology and biosecurity)
    b. Planning for the fieldwork
    c. Placement of students in the field
    d. Fieldwork monitoring and supervision
    e. Preparing fieldwork report
    f. Presentation of the report

Suggested Readings

Department for Disarmament Affairs. (2003). *United Nations study on disarmament and non-proliferation education*. New York: United Nations Publication.http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N02/456/87/PDF/N0245687.pdf?OpenElement.

O'Hanlon, M. E. (2011). Technological change and the future of warfare. *Survival, 53*(1), 41-60.

UNESCO. (2011). *The hidden crisis: Armed conflict and education*. Paris: UNESCO.

Upreti, B. R., & Nepali, R. K. (Eds.). (2006). *Nepal at barrel of gun*. Kathmandu: South Asia Small Arms Network Nepal.

Vignard, K. (Ed.). (2001). *Disarmament forum: Education for disarmament*. Geneva: UNIDIR, 2001 issue 3.

Outputs and Evaluation

1) Fieldwork proposal will be evaluated for 15 marks. 2) Fieldwork efforts and field notes (for the quality of the information and neatness) will be evaluated for 30 marks; 3) The research report will be evaluated for 40 marks, and 4) The Research Findings presentations will be evaluated for 15 marks.

Disaster Management

CPDS 654-4 **Credit Hours: 3**
Paper: XXIV **Teaching Hours: 48**

Objectives
  a. To understand the scope and definition of disaster, types of disaster, disaster trends globally and Nepal, and the impact of disasters.
  b. To have an in-depth knowledge on the initiatives taken by the global community to reduce the risk of disaster.
  c. To develop student's comprehension on the organization and responsibility of various national stakeholders in disaster risk management.
  d. Understand hazards and how they pose disaster threats and enhance skills to analyze hazard, exposure, vulnerability, risk analysis, and the tools to manage risks posed by various types of disaster. Explore how conflict can fuel disaster and vice versa.
  e. To analyze Disaster Risk Management Continuum and the activities carried out during prevention, mitigation, preparedness, response, and recovery activities.

Unit I: Introduction to Disaster   4 Hours
  a. Geophysical, Hydrological, Metrological, Climatological, Biological, and Extra-Terrestrial Man-made: Technological, Transport, Social, and Hostile disasters
  b. Impacts of Disaster-Social, Productive, Infrastructure, and Cross-Cutting Sectors
  c. Disaster Trends in Nepal and its Impact

Suggested Readings

Below, R., Wirtz, A., & GUHA-SAPIR, D. (2009). *Disaster category classification and peril terminology for operational purposes* (pp. 1-34). Common accord. Centre for Research on the Epidemiology of Disasters (CRED); Munich Reinsurance Company (Munich RE). https://www.cred.be/sites/default/files/DisCatClass_264.pdf

Centre for Excellence in Disaster Management and Humanitarian Assistance (2015). *Nepal disaster reference management handbook 2015* (pp. 1-35). CFE-DMHA. https://reliefweb.int/report/nepal/nepal-disaster-management-reference-handbook-2015.

Ministry of Home Affairs (2019). *Nepal disaster report* (pp. 1-7). Kathmandu: MoHA, Government of Nepal.

Ministry of Home Affairs. *MoHA Disaster Portal, Nepal Disaster Statistics 2023*

National Planning Commission. (2015). *Nepal earthquake 2015: Post disaster needs assessment* (Vol. B: Sector Reports) (pp. XI-XXII). Kathmandu: NPC, Government of Nepal. https://www.npc.gov.np/images/category/pdna_volume_bfinalversion.pdf

Zoleta-Nantes, D. B. (2002). Differential impacts of flood hazards among the street children, the urban poor and residents of wealthy neighborhoods in Metro Manila, Philippines. *Mitigation and Adaptation Strategies for Global Change, 7*(3), 239-266.

Unit II: Institutional Capacity in Disaster Risk Reduction and Management   4 Hours
  a. International Decade for Natural Disaster Reduction; Yokohama Strategy for Disaster Reduction; Hyogo Framework for Disaster Reduction; Sendai Framework for Disaster Risk Reduction: UNDRR Strategic Framework, SDGs: and COP.
  b. Nepal's Disaster Risk Management Policy: Disaster Risk Reduction and Management Act, 2074 and the Disaster Risk Reduction and Management Regulation, 2076, the National Policy for Disaster Risk Reduction 2018 and the National Disaster Response Framework 2019

Suggested Readings

Asian Disaster Preparedness Center. (n.d.). *A disaster resilient Asia with Asian disaster Preparedness Center* (Brochure). ADPC. https://www.adpc.net/igo/category/ID1450/doc/2019-oSJv48-ADPC-ADPC_Brochure_Revised_2018.pdf.

Centre for Excellence in Disaster Management and Humanitarian Assistance (2015). *Nepal disaster reference management handbook 2015* (pp. 38-50). CFE-DMHA. https://reliefweb.int/report/nepal/nepal-disaster-management-reference-handbook-2015

Government of Nepal, Ministry of Home Affairs. (2018). *Disaster Risk Reduction National Strategic Plan of Action 2018-2030*

Government of Nepal, Ministry of Home Affairs. (2019). *Nepal Disaster Report* (pp. 9-15)

Government of Nepal, Ministry of Home Affairs. *Disaster Risk Management Act, 2074*

Government of Nepal, Ministry of Home Affairs. *Disaster Risk Management Regulations, 2076*

Government of Nepal, Ministry of Home Affairs. *Guidance Note on Disaster Preparedness and Response Planning, 2011*

Government of Nepal, Ministry of Home Affairs. *National Disaster Response Framework 2019*

Government of Nepal, Ministry of Home Affairs. *National Emergency Operation Center (NEOC) Standard Operating Procedures (SOPs), 2015*

Government of Nepal, Ministry of Home Affairs. *National Policy for Disaster Risk Reduction, 2018*

United Nations Office for Disaster Risk Reduction. (2007). *Hyogo Framework for action 2005-2015: Building the resilience of nations and communities to disasters* (Extract from the final report of the World Conference on Disaster Reduction (A/CONF.206/6)). Geneva: United Nations, International Strategy for Disaster Reduction (ISDR). https://www.preventionweb.net/files/1037_hyogoframeworkforactionenglish.pdf.

United Nations Office for Disaster Risk Reduction. (2020). *Global assessment report on disaster risk reduction 2019* (pp. 1-27). UNDRR. https://www.undrr.org/media/73965.

United Nations Office for Disaster Risk Reduction. (2020). *Sendai framework for disaster risk reduction 2015-2030* (pp. 1-27). Geneva: UNISDR. https://www.undrr.org/media/16176/download?startDownload=20250213.

United Nations Office for Disaster Risk Reduction. (n.d.). *UNDRR annual report 2020*. UNDRR. https://www.undrr.org/media/49127/download?startDownload=20250213

Unit III: Disaster Risk Reduction and Management Continuum   4 Hours
Pre-Disaster Vulnerability/Risk Assessment
Understanding the link Between Conflict and Disasters/
Conflict-driven Vulnerabilities and Disaster Risk
Pre-Disaster Prevention, Mitigation, and Preparedness

Suggested Readings

ADPC. *Community Based Disaster Risk Management*, pp. 38-65

ADPC. *Community-Based Disaster Risk Management for Local Authorities Shesh*, pp. 28-34

Asian Disaster Preparedness Center. (n.d.). *Hazard, risk, vulnerability and disaster?: How these terms are interconnected to each other?* [PowerPoint presentation]. ADPC.

Benson, C., Twigg, J., & Rossetto, T. (2007). *Tools for mainstreaming disaster risk reduction: Guidance notes for development organisations* (pp. 7-18). ProVention Consortium. https://www.preventionweb.net/files/1066_toolsformainstreamingDRR.pdf.

Cardona, O. D., Hurtado, J. E., & Chardon, A. C. (2003). *Indicators for disaster risk management* (OPERATION ATN/JF-7907-RG) (pp. 1-13). Manizales - Colombia. Inter-American Development Bank.

Carter, W. N. (2008). *Disaster management: A disaster manager's handbook* (pp. 213-250). Asian Development Bank.

Development realm. https://unhabitat.org.ph/wp-content/uploads/2015/11/Presentation-on-Disaster-Management.pdf

Global Facility for Disaster Reduction and Recovery. (2015). *Disasters, conflict and fragility: A joint agenda*. GFDRR. https://www.gfdrr.org/sites/default/files/publication/Disasters,%20Conflict%20%26%20Fragility.pdf.

Harris, K., Keen, D., & Mitchell, T. (2013). *When disasters and conflicts collide improving links between disaster resilience and conflict prevention*. UKaid. https://assets.publishing.service.gov.uk/media/57a08a09e5274a31e00003b6/61008-When_disasters_and_conflict_collide.pdf

IFRC/RC. (2018). *Public awareness and public education for disaster risk reduction: A guide* (pp. 14-32). https://www.ifrc.org/sites/default/files/2021-06/302200-Public-awareness-DDR-guide-EN.pdf

IGNOU. (2017). *Disaster and development*.

Kent, R. (1994). *Disaster preparedness* (pp. 11-60). UNDP, Disaster management Training Programme.

Oliveira, C. S., Roca, A., & Goula, X. (2006). Assessing and managing earthquake risk. An introduction. In C. S. Oliveira, A. Roca, & X. Goula (Eds.), *Assessing and managing earthquake risk* (pp. 1–14). Springer. https://doi.org/10.1007/978-1-4020-3608-8_1

Peters, K., Holloway, K., & Peters, L. E. R. (2019). *Disaster risk reduction in conflict contexts: The state of the evidence*. giz. https://media.odi.org/documents/12691.pdf.

Reilly, A. (2002). *Emergency preparedness and response handbook* (pp. 32-38). Catholic Relief Services.https://www.crs.org/sites/default/files/tools-research/emergency-preparedness-and-response-handbook.pdf

Siddiqi, A., & Peters, K. (2019). *Disaster risk reduction in contexts of fragility and armed conflict: A review of emerging evidence challenges assumptions*. Contributing Paper to GAR.

United Nations Office for Disaster Risk Reduction. (2015). *Global assessment report on disaster risk reduction 2015* (pp. 249-268). UNDRR. https://www.undrr.org/media/14914.

United Nations Office for Disaster Risk Reduction. (2020). *Global assessment report on disaster risk reduction 2015* (pp. 249-268).

Unit IV: Working with Disaster Management (Practicum)   **36 Hours**
   a. Identification of areas of disaster management
      - Post-Disaster Situation-Early Recovery, Rehabilitation, Reconstruction, Economic and Social Recovery, Development and Recommendation for Risk Assessment and Mitigation/Prevention/Preparedness
      - Main-Streaming Disaster Risk Reduction in Development Programmes
      - Public Awareness and Education for Disaster Risk Reduction
      - International NGOs/INGOS/CBOS/Military Role in Disaster Management
      - International Red Cross Movement in Disaster Management
      - Psychology of Disaster/ Crisis/ Trauma Counselling
      - Community Based Disaster Risk Management Plan
   b. Planning for the fieldwork

c. Placement of students in the field
d. Fieldwork monitoring and supervision
e. Preparing fieldwork report
f. Presentation of the report

Outputs and Evaluation

1) Fieldwork proposal will be evaluated for 15 marks. 2) Fieldwork efforts and field notes (for the quality of the information and neatness) will be evaluated for 30 marks; 3) The research report will be evaluated for 40 marks, and 4) The Research Findings presentations will be evaluated for 15 marks.

Thesis

CPDS 655	Credit Hours: 6
Paper: XXV	Teaching Hours: 96

This course, CPDS 655, is designed to provide practical research skills and experience to students on topics and issues relevant to Conflict, Peace, and Development Studies. It aims to impart hands-on skills on how to undertake field research and produce research-based outputs using empirical data. The course objectives include enabling students to design and conduct independent research assignments, developing their ability to critically analyze and synthesize research findings, enhancing their skills in writing and presenting research proposals and reports, and providing practical experience in fieldwork and data collection.

Objectives
   a. To equip students with the skills to independently design and conduct research assignments in Conflict, Peace, and Development Studies.
   b. To enhance students' capabilities to critically analyze and synthesize research findings.
   c. To improve students' proficiency in writing and presenting research proposals and reports.

Description
This course will consist of two parts. Part I is primarily an interactive and practice sessions in the classroom with a view to enable the students to prepare a mini research project, design the study, tools and techniques for data collection. Part II will involve an independent field-work and writing by students supervised by assigned supervisors

Part I: Interactive and Practice Session in Classroom   32 Hours
The department will arrange classes and workshops for the interaction and practice sessions with students to support in conceptualizing research. The classroom interactions will support on how to come up with a feasible research idea, how to turn such idea into a research problem'; come up with appropriate research questions and objectives; and determine the methods (tools and techniques of data collection) suited to the research questions and objectives. (Lectures: 32 Hours).

Part II: Proposal Finalization, Fieldwork, Writing and Viva-voce   64 Hours
The process begins with students submitting at least three possible research topics along with a one-page concept note for each topic to the department. After receiving approval for the thesis topic, students will prepare their research proposal in the specified format of the Department of Conflict, Peace, and Development Studies and submit it within the given deadline. The department's research committee will then arrange a research proposal defense, where students are expected to present their proposal in front of an evaluation panel/research committee. Students will receive suggestions for improving their research design and proposal.

Following the proposal defense, the department will assign a supervisor for each student. Students will work under the direct supervision of their assigned supervisor within the given timeline. They will conduct fieldwork and collect data as per their research design. After completing the fieldwork, students will analyze the data and prepare their final thesis. The final thesis must be approved by the thesis supervisor before submission to the department.

An evaluation committee, including an external examiner, will review the thesis draft. Students will present the synopsis of their research design and findings in front of the research evaluation committee on the viva-voce date. The external examiner and other committee members will provide suggestions and feedback. Students will revise the thesis based on the

feedback received and submit the finalized document. The evaluation committee members will approve the final document upon satisfactory revisions.

Finally, students must fulfill all administrative processes after the final approval as per university rules. All processes will adhere to the standards set by Tribhuvan University and may change over time. This structured approach ensures that students gain comprehensive research experience and produce high-quality research outputs.