

## Peace and Conflict Studies

# STUDY GUIDE Autumn 2024

(30 ECTS credits)

Updated 18.06.2024  
Changes may occur

### Table of Contents

Course Overview	2
1. Introduction	3
2. Course Content	4
<i>Part 1 Self Study Period</i>	4
<i>Part 2 &amp; 3 Study in Nepal</i>	5
<i>Part 4 Home Exam</i>	8
3. Practical Information	9
4. Lecture Plan and Course Reading Lists	10
5. Introduction to Staff	22
6. Guidance on Writing Essays	26
7. Internet Resources	31

## Dates and Deadlines

<b>Self-study</b> 08 Jul - 26 Aug	<b>Self-study.</b> Email contact with Seminar Leader. Students expected to read approx. 250 pages of course literature and write a short paper of 1800 words (+/- 10%), which equates to 4-5 pages. <b>Hand-in of short paper – must achieve an ‘approved’ grade.</b> Submit to <a href="mailto:anna@kulturstudier.no">anna@kulturstudier.no</a> by 26 Aug
Week <b>1</b> 02 -08 Sep	<b>Introduction to Nepal I.</b> Lecturers: Dr. Lina Gurung, Bidushi Dhungel, Pabita Timilishina <b>Introduction to Peace and Conflict Studies</b> Lecturer: Prof. Andreas Oberprantacher & Astrid Engl (MMMA)
Week <b>2</b> 09 -15 Sep	<b>Introduction to Peace and Conflict Studies</b> Lecturer: Prof. Andreas Oberprantacher & Astrid Engl (MMMA) <b>Peace and Conflict in South Asia</b> Lecturer.: Dr. Musab Iqbal
Week <b>3</b> 16 – 22 Sep	<b>Peace and Conflict in South Asia</b> Lecturer.: Dr. Musab Iqbal <b>Seminar:</b> Organising groups for group paper
Week <b>4</b> 23 - 29 Sep	<b>Introduction to Nepal II. On Pokhara University Campus</b> Lecturer: Prof. Chandra Bhadra, Prof. Hem Subedi <b>Field Visits (Pokhara University, Kopila NGO, Coffee Plantation, etc.)</b>
Week <b>5</b> 30 Sep-06 Oct	<b>Interrelations of Media, Education and Gender in Peace and Conflict</b> Lecturer.: Sissel Egden (Ph.D), Mira Kinn (MA) <b>Conflict Resolution and Peacebuilding</b> Lecturer: Jenn Weidman <b>Research Methodology</b> Seminar Leader: Anna Falch <b>Seminar, group paperwork, topic approval</b>
Week <b>6</b> 07 – 13 Oct	<b>Conflict Resolution and Peacebuilding</b> Lecturer: Jenn Weidman <b>Seminar, group paper work</b> Seminar, group paperwork. Oral presentation of group paper topics
Week <b>7</b> 14 – 20 Oct	<b>16 Oct - Deadline for group paper draft</b> <b>Long Weekend</b> Time for course readings, GP topic finding and travels in Nepal.
Week <b>8</b> 21 – 27 Oct	<b>Field Visits (Pokhara University, Kopila NGO, Coffee Plantation, etc.)</b> <b>Writing group paper:</b> Groups must write a paper of 4500 words (+/- 10%), which equates to 20-25 pages. The paper will be on a defined topic, drawing on literature from the lectures and 200 pages of individual/group choice literature. <b>Seminars</b>
Week <b>9</b> 28Oct – 03 Nov	<b>Writing up group paper</b> Seminars
Week <b>10</b> 04 – 08 Nov	<b>Writing up and submitting group paper</b> Deadline for submitting group paper: <b>07 November</b> <b>End of programme in Nepal</b>
<b>Home exam</b> 08 – 28 Nov	<b>Individual home exam</b>

# 1. Introduction

---

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

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

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

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

The Study Guide contains the following sections:

- Course Content

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

- Practical Information

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

- Lecture plan and Course Reading List

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

- Course Lecturers and Staff

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

- Guidance on Writing Essays

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

- Internet Resources

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

## **Important Update: GDPR regulations and student work – on “why not to collect data as students.”**

In academia, just as in many places in the world, there is growing awareness on the importance of how to deal with data, and the importance of keeping informants` anonymity. In Norway regulations have been developed on collecting data containing personal information, which the students of Peace and Conflict studies must be aware of. In short this concerns all data which might expose the person`s identity, and which is named as “personal data”.

### What is personal data?

Often, many of us think, that some data is more sensitive than others. This however depends on the context`s political and social climate. Such variables are usually thought about as political belonging and activities, ethnicity, sexual preferences and so on. However, according to new GDPR regulations, all kind of data that might make it possible to identify a person, are considered personal data.

One example: If a researcher / student conducts interviews on a site (which can be a multitude of possible locations, e.g. like a village, a sports club, a school). The researcher /student alter / remove both name, other outer signs of a person, and so on, and one might believe anonymity is secured. However, if the person interviewed is the only person conducting a certain kind of work, holding a specific profession, belonging to an ethnic group and holding a profession/position etc., the anonymity might not be guaranteed. Both knowing the context and doing a RISK analysis can avoid such exposure, by anonymize different details/variables. However, it is difficult to evaluate which data might violate anonymity/confidentiality, including possible future scenarios. Hence, a collection of such data shall be avoided.

In addition to what kind of data we collect, there are also regulations on how to store such data. Further: Collection of personal data is also to store a person`s email, a chat on WhatsApp, or if one conduct interviews with the help of a voice recorder (a person`s voice is consider personal data). If we conduct an interview, and get the persons consent in written, the signature is the same as personal data. Taking pictures or videos of persons for the usage in exams, projects, work requirements, etc., is also considered personal data.

As we see, this is a complicated field, and something to be avoided dealing with at this course. You can read more about it here: [What is personal data? \(sikt.no\)](https://sikt.no)

OsloMet as a Norwegian university is obliged to make alle researchers or students who want to collect personal data as part of their research, report to a register named SIKT, and eventually an internal protocol at OsloMet. This requires: a worked through project description, good planning, long-time span, and guidance from teachers. This requires more time and resources than this course covers, and students are therefore told not to do such data collection as part of either their exams or other work-requirements. This is in line with most BA studies at OsloMet, and important to follow.

**An important reason for why OsloMet/Kulturstudier has decided, that students from Peace and Conflict studies should avoid collecting such data, is that there is no need for such data collection by students, to fulfill the learning outcomes described in the course plan.**

If you as students are not sure about whether you are going against these regulations, you must discuss this with the seminar leaders, which can bring it forward to the academic responsible, if needed.

## **2. Course Content**

---

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

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

### **Part 1 – Self Study Period**

**(08 Jul - 26 Aug)**

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

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

#### **Student Requirement**

##### **Assignment 1 – Short Paper**

**Deadline: 26 August**

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

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

**Deadline:** 26 August

- **Individual work**
- **1800 words (±10%)**

- **Must be marked 'approved' for student to progress**

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

Attention: Due to possible delays in the registration processes at OsloMet it may take until August to get access to the online library for some. We therefore highly recommend buying all four listed course books to be independent of the online library. The assignment can be done and approved by using the four set course books.

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

The finished short paper should be submitted to the Seminar Leader on [anna@kulturstudier.no](mailto:anna@kulturstudier.no)

## **Part 2 - Study in Nepal**

**(02 Sep – 07 Nov)**

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

### **Lectures**

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

### **Seminars**

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

### **Field Visits**

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

### **Working in groups**

In addition to the lectures, group work is central to the course. Group work can be challenging, but also rewarding. Inspiration and ideas often come from discussions with others. This is especially the case in Peace and Conflict studies where questions do not have simple or straightforward answers. In addition, the group will be useful as a forum where students can relate theoretical knowledge to what they observe in Nepal.

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

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

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

### **Student Requirement**

**Assignment 2 - The Group Paper  
confirmed)**

**Deadline: 07 November (to be**

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

**Deadline: 07 November (to be confirmed by OsloMet)**

- **Groups of 4-5 members**
- **4500 words ( $\pm 10\%$ )**
- **40% of final Mark**

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

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

1. Course readings and lectures should be used as background to the group paper: you should demonstrate an understanding of the course and its content.
2. Groups are expected to compile approximately 200 pages from additional literature preferably connected to Nepal or another part of South Asia.
3. The group paper should contain 4500 words  $\pm 10\%$ , which equates to 20-25 pages.

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

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

### **Assistance with group paper**

One of the advantages of studying Peace and Conflict Studies in Nepal is the availability of lecturers and the seminar leader(s). The group paper is the product of the students. However, during the writing process, the seminar leader(s) will give assistance. To ensure progress in the writing process, students will have to commit to certain deadlines. Soon after the groups are formed, they will have to agree on a topic for the paper. The group is also



entitled to two reviews/tutorials; one in the early stage and one in the final stage. However, the seminar leader(s) must be given sufficient time to read and comment on the draft.

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

### **Part 3 – Home Exam**

**(08 – 28 November)**

#### **Student Requirement**

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

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

**Deadline:** 28 November (to be confirmed by OsloMet)

- Individual work
- 4400 words ( $\pm 10\%$ )
- 60% of final Mark

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

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

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

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

### **3. Practical Information for being in Nepal**

---

If you have trouble finding your way or need to contact us, you can reach our field manager Ms. **Oda Steen tel.: +977 9803144549 (WhatsApp: +47 94034850) or oda@kulturstudier.no**

#### **Programme Study time**

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

#### **Free time**

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

#### **Opportunity for self-travel**

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

## 4. Lecture Plan and Course Reading Lists

---

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

### Set Books

The Peace and Conflict curriculum contains a variety of sources; books, articles and reports. Most of these will be available in your online library in Leganto. You will have to buy the following books that forms a basis for your learning process and is not available at your online library in Leganto:

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

The following books are essential for your learning process as well, but available digitally on Leganto. We still ask you to buy them as a hard copy and keeping them for future academic work.

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

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

📖 Anindya Jyoti Majumdar (editor.). 2021. *Peace and Conflict Studies : Perspectives from South Asia* London ; New York, New York ; London ; New York, New York : Routledge.

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

**Attention: Due to registration processes it might take until September to get access to the online library. We therefore highly recommend buying the listed course books, also to be not dependent on the online library. The assignment can be done and approved by using the four course books.**

- 1) During the self-study period you will have to answer the framed questions above (see section Assignment 1) based on the following readings that are part of the curriculum of the first, second as well as third module (see also the Reading and Lecture plan), you will get access to Leganto by Oslomet, and thus the online library:

📖 Buckley-Zistel, S. (2006). In-Between War and Peace: Identities, Boundaries and Change after Violent Conflict. *Millennium*, 35(1), 3–21.  
<https://doi.org/10.1177/03058298060350010101>

- 📖 Cohn, C. (2013). Women and War: Towards a Conceptual Framework. In C. Cohn (Ed.), *Women and Wars: Contested Histories, Uncertain Futures* (pp. 1–35). Polity.
- 📖 Galtung, Johan (1990): “Cultural Violence”, in *Journal of Peace Research*, Vol. 27, No. 3, pp. 291- 305 (14pp).
- 📖 Hughes, Caroline (2016):” Peace and Development Studies” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 10, pp.139-153 (14pp).
- 📖 Johnson, James Turner. 2011. “The Use of History for Thinking About Morality and War.” In *Ethics and the Use of Force*, 1st ed., 1–12. Taylor & Francis; Taylor & Francis. <https://doi.org/10.4324/9781315580388-1>.
- 📖 Kolås, Åshild (2014): “Conflict Resolution and Peacebuilding: Ideas, Approaches and Debates”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 1, pp. 1-22, (22pp).
- 📖 Krampe, Florian and Ashok Swain (2016): “Human Development and Minority Empowerment: Exploring Regional Perspectives on Peace in South Asia” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 27, pp. 363-375 (12pp).
- 📖 Kumar, Samrat Schmiem and Elida K. U. Jacobsen (2014): “Plurality of Peace, Non-Violence and Peace Works in India”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 5, pp. 82-102 (21 pp).
- 📖 Lancee, Bram, and Sergi Pardos-Prado. 2013. “Group Conflict Theory in a Longitudinal Perspective: Analyzing the Dynamic Side of Ethnic Competition.” *The International Migration Review* 47 (1): 106–31. <https://doi.org/10.1111/imre.12015>.
- 📖 Michaels, A. (2024). *Nepal: A History from the Earliest Times to the Present* (1. utg.). Oxford University Press; New York: Oxford University Press. <https://doi.org/10.1093/oso/9780197650936.001.0001>
- 📖 Moawad, Nazli (1996): “An Agenda for Peace and a culture of Peace”, in *UNESCO (1996): From a culture of violence to a culture of peace*, Paris: UNESCO Publishing, pp. 177-193 (17pp).
- 📖 Newman, Edward (2004): “The ‘New Wars’ Debate: A Historical Perspective Is Needed”, in *Journal of Peace Research*, Vol.35, No.2, pp.173-189 (17pp).
- 📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Introduction to Conflict Resolution: Concepts and Definitions” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 1, (35pp).

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

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) “Preventing Violent Conflicts” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chap. 5, (27pp).

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

📖 Van Den Dungen, Peter, and Lawrence S Wittner. 2003a. “Peace History: An Introduction.” *Journal of Peace Research* 40 (4): 363–75.  
<https://doi.org/10.1177/00223433030404001>.

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

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

## **Part 2 – Introduction to Peace and Conflict Studies, Peace and Conflict in South Asia, Conflict Resolution and Peacebuilding**

**02-04.09 General Introduction to Nepal**  
by, Dr. Lina Gurung, Bidushi Dhungel and Pabita Timilshina

**Lecture Series 1 - Introduction to Peace and Conflict Studies**  
**Lecturer: Prof. Andreas Oberprantacher & Astrid Engl (MMMA)**

### **Lecture 1. Violence and Conflict**

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

📖 Ramsbotham, Miall, H., & Woodhouse, T. (2016). Understanding contemporary conflict. In Ramsbotham, H. Miall, & T. Woodhouse, *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (4th ed., p. XXVIII, 604 s.). Polity. Ch. 3

## Lecture 2. Traditional and Modern understandings of War

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

📖 Moser, & McIlwaine, C. (2014). New frontiers in twenty-first century urban conflict and violence. *Environment and Urbanization*, 26(2), 331–344. <https://doi.org/10.1177/0956247814546283>

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

## Lecture 3. Peace and Conflict Studies and Notions of Peace(s)

📖 Richmond. (2016). Peace in international relations theory. In *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace* (pp. 57–68). [https://doi.org/10.1007/978-1-137-40761-0\\_5](https://doi.org/10.1007/978-1-137-40761-0_5)

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

## Lecture 4. The Local Turn

📖 Mac Ginty, & Richmond, O. P. (2013). The Local Turn in Peace Building: a critical agenda for peace. *Third World Quarterly*, 34(5), 763–783. <https://doi.org/10.1080/01436597.2013.800750>

📖 Richmond. (2019). Peace and the Formation of Political Order. *International Peacekeeping (London, England)*, 26(1), 85–110. <https://doi.org/10.1080/13533312.2018.1511374>

📖 Ginty. (2014). Everyday peace: Bottom-up and local agency in conflict-affected societies. *Security Dialogue*, 45(6), 548–564. <https://doi.org/10.1177/0967010614550899>

## Lecture 5.: Maintaining Order: Peacekeeping

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016) “Containing Violent Conflict: Peacekeeping” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chapt. 6

📖 Pugh. (2004). Peacekeeping and critical theory. *International Journal of Phytoremediation*, 11(1), 39–58. <https://doi.org/10.1080/1353331042000228445>

📖 Rubinstein. (2010). Peacekeeping and the Return of Imperial Policing. *International Peacekeeping (London, England)*, 17(4), 457–470. <https://doi.org/10.1080/13533312.2010.516652>

## Lecture 6: Ending Violent Conflict: Peacemaking

📖 Ramsbotham. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (Tom Woodhouse, Ed.; 4th ed.). Polity Press. Ch. 7

📖 Bakiner. (2019). Why Do Peace Negotiations Succeed or Fail? Legal Commitment, Transparency, and Inclusion during Peace Negotiations in Colombia (2012–2016) and Turkey (2012–2015). *Negotiation Journal*, 35(4), 471–513. <https://doi.org/10.1111/nejo.12301>

## Lecture 7. Postwar Reconstruction

📖 Ramsbotham. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (Miall & T. Woodhouse, Eds.; 4th ed.). Polity. Chap. 8

📖 Ramsbotham, O., Miall, H., & Woodhouse, Tom. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (4th ed.). Polity. Chap. 9

## Lecture 8. Reconciliation and Cultures of Peace

📖 Brigg, M., & Walker, P. O. (2016). Indigeneity and peace. In *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace* (pp. 259–271). [https://doi.org/10.1007/978-1-137-40761-0\\_20](https://doi.org/10.1007/978-1-137-40761-0_20)

📖 Ramsbotham, O., Miall, H., & Woodhouse, Tom. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (4th ed.). Polity. Chap. 10

📖 Moawad, N. (1996). An Agenda for Peace and a culture of Peace. In UNESCO, *From a culture of violence to a culture of peace* (pp. 177–193). <http://unesdoc.unesco.org/images/0010/001050/105029e.pdf> (Self-study)

## Lecture 9. Humanitarianism, International Law, and Ethics of Intervention

📖 Peterson. (2016). Humanitarianism and Peace. In Richmond, S. Pogodda, & J. Ramavić (Eds.), *The Palgrave handbook of disciplinary and regional approaches to peace* (pp. 233–246). Palgrave Macmillan. <https://doi.org/10.1007/978-1-137-40761-0>

📖 Ramsbotham, O., Miall, H., & Woodhouse, Tom. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (4th ed.). Polity. Chap. 14

📖 Enabulele. (2010). Humanitarian intervention and territorial sovereignty: the dilemma of two strange bedfellows. *The International Journal of Human Rights*, 14(3), 407–424. <https://doi.org/10.1080/13642980802535393>

## Lecture 10. Gender Perspectives on Peace and Violence

📖 Björkdahl, & J.M. Selimovic. (2016). Gender: The Missing Piece in the Puzzle. In Richmond, S. Pogodda, & J. Ramavić (Eds.), *The Palgrave handbook of disciplinary and regional approaches to peace* (pp. 181–192). Palgrave Macmillan. <https://doi.org/10.1007/978-1-137-40761-0>

📖 Ramsbotham, O., Miall, H., & Woodhouse, Tom. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (4th ed.). Polity. Chap. 13

## Lecture 11. Post-colonial Perspectives on Peace

📖 Fernández, & Guerra, L. (2022). Peacebuilding and Postcolonial Subject. In Oliver P. Richmond (Ed.), *The Palgrave encyclopedia of peace and conflict studies* (p. 1 volume ;). Palgrave Macmillan.

📖 Run. (2013). Reconsidering the Crisis of Confidence in Indigenous African Conflict Resolution Approaches: A Postcolonial Critique. *The Journal of Pan African Studies*, 6(6), 26–40.

📖 Tharoor. (2002). The Messy Afterlife of Colonialism. *Global Governance*, 8(1), 1–5. <https://doi.org/10.1163/19426720-00801002>

## Lecture Series 2 – Peace and Conflict in South Asia

Lecturer: Dr. Musab Iqbal

### Course Book:

📖 Anindya Jyoti Majumdar (editor.). 2021. *Peace and Conflict Studies : Perspectives from South Asia* London ; New York, New York :: London ; New York, New York :: Routledge.

### Lecture 1. Post-colonial South Asia

📖 Rollier, Paul, Kathinka Frøystad, and Arild Engelsen Ruud. 2019a. *Outrage: The Rise of Religious Offence in Contemporary South Asia*. Edited by Arild Engelsen Ruud, Kathinka Frøystad, and Paul Rollier. London: UCL Press. <https://www.jstor.org/stable/j.ctvh1dx8q?pq-origsite=summon>.

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

📖 Brass, Paul R. 2011. *The Production of Hindu-Muslim Violence in Contemporary India*. Seattle: University of Washington Press; Seattle: University of Washington Press.



📖 Majumdar, Anindya Jyoti, and Shibashis Chatterjee. 2020a. *Peace and Conflict Studies: Perspectives from South Asia*. Milton: Taylor and Francis; Milton: Taylor and Francis. <https://doi.org/10.4324/9781003084167>.

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

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

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

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

## Lecture 3. Democracy and Inequality in India

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

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

📖 Majumdar, A.J. & Chatterjee, S. (2020b) *Peace and Conflict Studies: Perspectives from South Asia*. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from: doi:10.4324/9781003084167. Ch. 10 Social Conflict and caste: A security challenge: Debi Chatterjee (pp.149-159) 10pg.

## Lecture 4. Peace and Conflict in Afghanistan

📖 How Has “The Liberal Peace” Served Afghanistan?”. (2011). *Journal of Conflict Transformation & Security*, 1(2), 11–24.

📖 Kane, S.W. (2022) Making Peace When the Whole World Has Come to Fight: The Mediation of Internationalized Civil Wars. *International peacekeeping*. [Online] 29 (2), 177–203. Available from: doi:10.1080/13533312.2020.1760718.

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

📖 Majumdar, A.J. & Chatterjee, S. (2020c) *Peace and Conflict Studies: Perspectives from South Asia*. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from:

doi:10.4324/9781003084167. Ch. 9 Towards sustaining peace: A transformative UN approach: Priyan

## Lecture 5. Conflict Dynamics and Reconstruction: Sri Lanka

📖 Höglund, K. & Orjuela, C. (2011) Winning the peace: conflict prevention after a victor's peace in Sri Lanka. *Contemporary Social Science*. [Online] 6 (1), 19–37. Available from: doi:10.1080/17450144.2010.534491.

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

📖 Majumdar, A.J. & Chatterjee, S. (2020d) Peace and Conflict Studies: Perspectives from South Asia. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from: doi:10.4324/9781003084167. Ch. 4 Conflicts in Contemporary International Relations: Arun Kumar Banerji (pp.49-65) 16pg.

## Lecture 6. Media Discourse and Peace Journalism in South Asia

📖 Laughey. (2007). Structuralism and semiotics. In *Key Themes in Media Theory*. McGraw-Hill Education; United Kingdom: McGraw-Hill Education.

📖 Galtung. (2003). Peace Journalism. *Media Asia*, 30(3), 177–180.  
<https://doi.org/10.1080/01296612.2003.11726720>

📖 Iqbal. (2019). Reporting violence and naming migrants in Assam: The coverage of anti-“bengali muslim” violence in Assam by the Assam tribune newspaper. In *The Handbook of Diasporas, Media, and Culture* (pp. 311–327). <https://doi.org/10.1002/9781119236771.ch21>

📖 Majumdar, A.J. & Chatterjee, S. (2020e) *Peace and Conflict Studies: Perspectives from South Asia*. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from: doi:10.4324/9781003084167. Ch.12 Expanding the WPS agenda: Experiences from Nepal and north-east India: Anjoo Sharan Upadhyaya (pp.178-191) 13pg.

## Lecture 7. New Media and Ethnic Violence in South Asia

📖 GUPTA. (2019). Mob Violence And Vigilantism In India. *World Affairs (New Delhi, India : 1997)*, 23(4), 152–172.

📖 Diwanji, Saleem, A., & Lee, J. (2021). A Night of Shame’: A Quantitative Content Analysis of Newspaper Narratives of the Mass Molestation Event in Bangalore, India. *Journal of International Women’s Studies*, 22(9), 343–360.

## Lecture 8. The India-Pakistan Conflict on Kashmir

📖 Kuszewska, A. (2022) The India-Pakistan Conflict in Kashmir and Human Rights in the Context of Post-2019 Political Dynamics. *Asian affairs*. [Online] 53 (1), 198–217. Available from: doi:10.1080/03068374.2022.2041288.

📖 Hussain, S. (2020) *Society and Politics of Jammu and Kashmir*. Cham, Springer International Publishing AG; Cham: Springer International Publishing AG.

📖 Majumdar, A.J. & Chatterjee, S. (2020f) *Peace and Conflict Studies: Perspectives from South Asia*. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from: doi:10.4324/9781003084167. Ch. 4 Conflicts in Contemporary International Relations: Arun Kumar Banerji (pp.49-65) 16pg.

## Lecture 9. Environmentalism and forced Migration in South Asia

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

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

📖 Chowdhory. (2018). *Refugees, Citizenship and Belonging in South Asia: Contested Terrains*. Springer Singapore Pte. Limited; Singapore: Springer Singapore Pte. Limited. <https://doi.org/10.1007/978-981-13-0197-1>

📖 Simangan, D., Bose, S., Candelaria, J. L., Krampe, F., & Kaneko, S. (2023). Positive peace and environmental sustainability: Local evidence from Afghanistan and Nepal. *Environment and Security*, 1(3–4), 142–162. <https://doi.org/10.1177/27538796231185677>

## Lecture 10. Peace in South Asia

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

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

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

## Lecture Series 3: Conflict Resolution and Peacebuilding

### Lecturer: Jenn Weidman

#### Lecture 1. Peace and Conflict Definitions

📖 Grant, A. (2021) *Think Again: The Power of Knowing What You Don't Know*. Pp.-1-12, 27-31, 60-63, 77-93

#### Lecture 2. The international community, Peace, and Conflict

📖 Ramsbotham, O., Woodhouse, T. & Miall, H. (2016f) Understanding contemporary conflict. In: Hugh Miall & Tom. Woodhouse (eds.). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts*. 4th ed. Cambridge, Polity. p. XXVIII, 604 s. Chapt. 4

#### Lecture 3. Conflict Analysis

📖 Julian, R., Bliesemann de Guevara, B. & Redhead, R. (2019) *From Expert to Experiential Knowledge: Exploring the Inclusion of Local Experiences in Understanding Violence in Conflict*. [Online] Available from: doi:10.1080/21647259.2019.1594572.

📖 Ropers, Norbert. (2008) "Systemic Conflict Transformation: Reflections on the Conflict and Peace Process in Sri Lanka" A Systemic Approach to Conflict Transformation: Exploring Strengths and Limitations, Handbook Dialogue Series No. 6

#### Lecture 4. Mediation

📖 Lederach, J.P. (2005a) *The Moral Imagination: The Art and Soul of Building Peace*. [Online]. New York, Oxford University Press; New York: Oxford University Press. Available from: doi:10.1093/0195174542.001.0001. Chapt. 1-3

📖 Emma Leslie, S.M. (2022) *Moving Beyond Multitrack Diplomacy & Big Man Mediation*. [Online]. Cambodia, Center for peace and conflict studies. Available from: <https://www.centrepeaceconflictstudies.org/wp-content/uploads/MOVING-BEYOND-MULTI-TRACK-DIPLOMACY-AND-BIG-MAN-MEDIATION-eBook.pdf>.

#### Lecture 5. Non-violence

📖 Chenoweth, E. (2020) The Future of Nonviolent Resistance. *Journal of democracy*. [Online] 31 (3), 69–84. Available from: doi:10.1353/jod.2020.0046.

📖 Chenoweth, E., Perkoski, E. & Kang, S. (2017) State Repression and Nonviolent Resistance Daniel Druckman, Paul K Huth, & Todd Sandler (eds.). *The Journal of conflict resolution*. [Online] 61 (9), 1950–1969. Available from: doi:10.1177/0022002717721390.

📖 Anon (2018) 198 Methods of Nonviolent Action. 34 (2), 21–21.

## Lecture 6. Culture, Gender, and Peace

📖 Ramsbotham, O., Woodhouse, T. & Miall, H. (2016b) Culture, Religion and Conflict Resolution. In: Hugh Miall & Tom. Woodhouse (eds.). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts*. 4th ed. Cambridge, Polity. pp. 390–405. **Chapt. 13 & Chapt 15.**

📖 Lederach, J.P. (2005b) *The Moral Imagination: The Art and Soul of Building Peace*. [Online]. New York, Oxford University Press; New York: Oxford University Press. Available from: doi:10.1093/0195174542.001.0001. Chapt. 4-7.

📖 Mac Ginty, R. & Richmond, O.P. (2013) The Local Turn in Peace Building: a critical agenda for peace. *Third World Quarterly*. [Online] 34 (5), 763–783. Available from: doi:10.1080/01436597.2013.800750.

## Lecture 7. Peacebuilding

📖 Ramsbotham, O. & Miall, H. (2016) Peacebuilding. In: Hugh Miall & Tom. Woodhouse (eds.). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts*. 4th ed. Cambridge, Polity. p. XXVIII, 604 s.

📖 Lederach, J.P. (2005c) *The moral imagination [electronic resource] : the art and soul of building peace* . Oxford ;; New York :, Oxford University Press. Chapt.8-10.

## Lecture 8. Memory and memorialization

📖 Chaiwat, S.-A. (2006) The silence of the bullet monument: Violence and “Truth” management, Dusun-nyor 1948, and Kru-Ze 2004. *Critical Asian studies*. [Online] 38 (1), 11–37. Available from: doi:10.1080/14672710600556411.

📖 Lederach, J.P. (2005d) *The moral imagination [electronic resource] : the art and soul of building peace* . Oxford ;; New York :, Oxford University Press. Chapt. 11-12.

## Lecture 9. Creativity and Peacebuilding

📖 Lederach, J.P. (2005e) *The moral imagination [electronic resource] : the art and soul of building peace* . Oxford ;; New York :, Oxford University Press. Chapt. 13-15.

📖 Ramsbotham. (2016). *Contemporary conflict resolution : the prevention, management and transformation of deadly conflicts* (Miall & T. Woodhouse, Eds.; 4th ed.). Polity. Chap. 16

## Lecture 10. Sustaining Peacebuilding

Same reading as lecture 9.

## Research Methodology

### Seminar leader: Anna Falch

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

#### Literature:

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

## Interrelations of Media, Education and Gender in the field of Peace and Conflict

### Guest lecturer

Sissel Egden & Mira Kinn

📖 Burney. (2012). CHAPTER ONE: Orientalism: The Making of the Other. *Counterpoints (New York, N.Y.)*, 417, 23–39.

📖 Townsend, J.G., Laurie, N., Poudel, M. & Richardson, D. (2015) Gender, post-trafficking and citizenship in Nepal. In: *The Routledge Handbook of Gender and Development*. [Online]. pp. 319–329. Available from: doi:10.4324/9780203383117.

📖 Fehr, T. (2023). The multiplicity, contradictions, and shifting status of widowhood in post-earthquake Nepal. *Gender, technology and development*, 27(3), 366–386.  
<https://doi.org/10.1080/09718524.2023.2231791>

📖 Ellis, C. & Kumar, N. (2021) History of Colonial Education: Key Reflections. In: *Handbook of Education Systems in South Asia*. [Online]. Singapore, Springer Singapore; Singapore: Springer Singapore. pp. 363–389. Available from: doi:10.1007/978-981-15-0032-9\_70.

📖 Vanner, C. (2022) *Teaching Peace and Conflict : The Multiple Roles of School Textbooks in Peacebuilding*. Spogmai Akseer (ed.). Cham :, Springer International Publishing AG.

📖 Yadav, P. (2021). Can women benefit from war? Women’s agency in conflict and post-conflict societies. *Journal of peace research*, 58(3), 449–461.  
<https://doi.org/10.1177/0022343320905619>

📖 Upreti, B. R., Upreti, D., & Ghale, Y. (2020). Nepali women in politics: Success and challenges. *Journal of international women’s studies*, 21(2), 76–93.

📖 Rana, B., & Koirala, S. (2021). Nepal’s Gender Policies: Achievements and Challenges. *Nepal public policy review : NPPR*, 1, 191–200.  
<https://doi.org/10.3126/nppr.v1i1.43442>

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

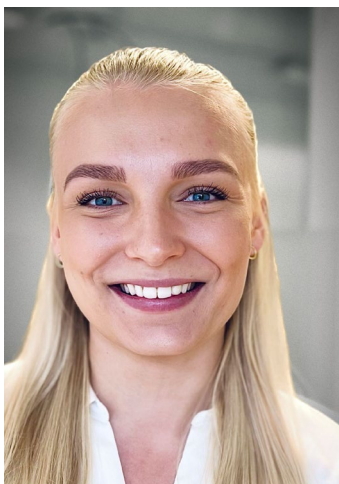
📖 Vardarlier, P., & Zafer, C. (2020). Social Media and Crisis Management: The Case Study of Cambridge Analytica. *Celal Bayar University Journal of Social Sciences*, 18, 31–44. <https://doi.org/10.18026/cbayarsos.491147>

📖 VAN DIJK, T. A. (2006). Ideology and discourse analysis. *Journal of Political Ideologies*, 11(2), 115–140. <https://doi.org/10.1080/13569310600687908>

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

## 5. Staff

---



### Oda Steen

**Field Manager**

E-mail: [oda@kulturstudier.no](mailto:oda@kulturstudier.no)

Oda holds a bachelor's in development studies from Oslo Metropolitan University, and is currently pursuing her master's degree in law at the University of Oslo. During her bachelors, four semesters were conducted with Kulturstudier; Development studies I in Vietnam; Global Environmental studies and Development studies II in Ghana, in addition to Peace and Conflict studies in Nepal.

She has a background working with UNDP and the World Bank, volunteering for African Impact in Zimbabwe, and done numerous leadership exchange projects within Asia, the Middle East, and Africa with Rotary International. She is a former communication consultant, freelance journalist, and SoMe manager. Oda has periodically lived in Nepal since 2019 and has been working as Field Manager for Kulturstudier since 2022. She will be your focal point for all practical related issues.



### Anna Rør Falch

**Seminar Leader**

E-mail: [anna@kulturstudier.no](mailto:anna@kulturstudier.no)

For several years, Anna has studied global issues, peace, and development with a particular focus and interest in the South Asian region. As part of her studies and work, she has had multiple stays in India and Nepal, including working as a Seminar Leader with Kulturstudier during both semesters in 2023. Anna holds an MA in Development, Environment, and Cultural Change from SUM, University of Oslo, and a BA in Global



Studies from the University of Gothenburg. Her MA thesis investigated the role of migration in trajectories of upward social mobility in Pokhara, Nepal. The thesis was based on fieldwork in the city and written in association with the Peace Research Institute, Oslo (PRIO), where she is currently also working as a research assistant. Anna has practical experience working with peacebuilding in Oslo and had an internship with the EU in India in 2023.

Anna will be the academic focal point on site and hold seminars on, e.g., methodology and academic writing.



## Mira Kinn

**Program Manager/ Academic Coordinator**

E-mail: [mira@kulturstudier.org](mailto:mira@kulturstudier.org)

Mira worked as a Seminar Leader for Kulturstudier from 2018 and has been the Academic Coordinator since 2022. Her academic background is in International Studies and Media, which she studied at Leiden University (B.A.) and for her postgraduate degree at University Pompeu Fabra (Barcelona). Her dissertation dealt with the intricate relationship between media and democracy in Latin America, by reflecting on violence against journalists. She further worked as a Research Associate at the University Pompeu Fabra's EU-funded project THINKClima, which studied climate change denial in Europe by European think tanks. Mira worked in digital journalism and marketing with a focus on democratization in the past, and currently works as a Lead-Consultant for the Berlin-based public policy consultancy “Beyond Group”, focusing on social impact in the MENA region.

She further co-founded her own NGO [Correspondents of the World](#).

Mira will give lectures together with Sissel Egden on the Interrelations of Media, Education and Gender in the field of Peace and Conflict, give feedback on the self-study and group papers as well as be available for any academic inquiry and contact point between students and lecturers.



## **Andreas Oberprantacher, PhD**

**Introduction to Peace and Conflict Studies (week 2 and 3)**

Andreas Oberprantacher is Professor of Practical Philosophy and Head of the Unit for Peace and Conflict Studies as well as Speaker of the Doctoral College 'Dynamics of Inequality and Difference in the Age of Globalization' at the University of Innsbruck. He is currently involved in a number of Peace and Conflict Studies-related projects, especially in the field of Peace Education (e.g. PeaceEdu with the Tampere Peace Research Institute, AARMENA with the Jena Center for Reconciliation Studies).

For Kulturstudier he has lectured repeatedly in Pondicherry, India, and lately also in Pokhara.

Andreas will share and hold the first series of lectures - 'Introduction to Peace and Conflict Studies' together with Astrid Engl, MMA.



## **Astrid Engl, MMA**

**Introduction to Peace and Conflict Studies (week 2 and 3)**

Astrid Engl studied Philosophy and Educational Science at the University of Innsbruck (Austria) and at the Universidad de Valladolid (Spain). She completed the Master of Peace and Security Policy Studies at the IFSH (Institute for Peace Research and Security Policy, University of Hamburg) and at the PRIF (Peace Research Institute, Frankfurt am Main) and spent an internship as fellow researcher at the Université Saint-Denis Paris 8 (France). In her PhD thesis, she interrogates the dynamics of subjectivation involved in authoritarian populism by combining political and psychoanalytical theory. Besides her academic work, Astrid is also a psychoanalyst/psychotherapist, working self-employed as

well as in the area of psychosocial rehabilitation.

Astrid will share and hold the first series of lectures - 'Introduction to Peace and Conflict Studies' together with Prof. Dr. Andreas Oberprantacher.



## **Musab Iqbal, Ph.D.**

**Introduction to Peace and Conflict in South Asia (week 4 and 5)**

Dr. Musab Iqbal is a lecturer in Media and Communication at the University of Westminster in London. He finished his PhD titled 'Identifying 'Immigrants' through Violence: Memory, Press, and Archive in the making of 'Bangladeshi Migrants' in Assam' in 2019. His PhD research probes the relationship between historical time and the formation of the category of immigrants in India. The thesis probes into identity formation through historical conflict and violence in the region. His research interests include conceptual history, the Intellectual History of the Indian Sub-continent, conflict and violence in South Asia, representation and chronopolitics of migration, mediatized politics of religion, ethnography of communal/ethnic violence, philosophy of technology, and politics of Datafication.

Musab will hold the second series of lectures - 'Peace and Conflict in South Asia'.



## **Jenn Weidman**

**Conflict Resolution and Peacebuilding (week 6 and 7)**

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

Jenn spent ten years establishing and leading the Rotary Peace Center at Chulalongkorn University as the deputy director. Over these ten years she led 15 cohorts of Rotary Peace Fellows on their journey of development and **discovery**, leading, teaching, and holding together teams of Rotary Peace Fellows through the 3-month intensive program. An anthropologist by training, she is fluent in Thai and has lived in Thailand on and off for 25 years. She is a Southeast Asia specialist finding herself immersed in dialogue around many Southeast Asia conflicts.

Jenn will hold the third series of lectures – ‘Conflict Resolution and Peacebuilding’



## **Sissel Egden, Ph.D.**

**Academic Coordinator OsloMet / Guest lecturer**

Sissel Egden is an Assistant Professor at Oslo Metropolitan University (OsloMet), and academic coordinator for this course on behalf of OsloMet. She is a social anthropologist by training and has worked at the Department of Developments Studies at OsloMet since 2000. She teaches at both BA and MA levels, including one in the Development Studies program at OsloMet, on topics concerning gender, education, and religion. She has been working with and doing research on India for the last 30 years, living in both Bangalore and Mumbai. At present, she is doing research on Early Childhood Care and Education in urban India.

Sissel will give lectures together with Mira Kinn on the Interrelations of Media, Education and Gender in the field of Peace and Conflict.

## 6. Guidance on writing essays

---

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

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

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

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

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

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

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

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

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

### 2. Organise the essay with a good structure

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

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

### **3. Discuss and conclude the results**

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

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

### **4. Write clearly and with adequate references**

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

### **5. Get the technicalities right**

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

- References in the text

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

Examples:

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

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

- List/s of sources - Literature

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

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

Example:

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

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

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

Example:

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

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

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

Example:

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


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

- Other sources

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

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

Example:

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

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

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

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

- Format

The essays must be written in the following format:

Times New Roman, 12 points, space 1.5 between lines

Margins: 3.0 (both left and right).

This gives app. 400 words on one page.

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

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

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

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

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

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

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

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



3) Students should demonstrate familiarity with the standards of academic writing (see also Study Guide and Course Description). In short, these standards include issues such as logical structure of the paper, a clear structure of single arguments (statements, explanations, examples), accurate and adequate referencing, quotations embedded in the text supporting arguments, explanations in student(s) own words after longer quotes, a clear and concise introduction presenting the research (or exam) question and structure of the paper as well as a conclusion summarizing the main points of the paper.

4) With regards to Group papers, the papers should have a concise and answerable research question/hypothesis. The question and the intention of the paper must be clearly formulated and realistic. They have to show that they have used external literature (200 pages). Both with regards to the group paper and to individual exams, students will be assessed by their ability to discuss coherently and structured the research/exam question.

5) The student(s) should demonstrate a critical reflection upon the topics in question and ability to discuss the topics, using theory and empirical examples from the course. A mere descriptive paper is not sufficient.

6) The student should present accurate and adequate academic referencing according to criteria laid out in the Study Guide.

7) Plagiarism is not accepted, and students who plagiarize will fail the exam.

## 7. Internet Resources

---

### Peace and Conflict Issues - General

- 🔗 <http://www.un.org/en/peace/>  
UN bodies, documents and other on peace and security issues
- 🔗 <http://www.un.org/Docs/SG/agpeace.html>  
*An Agenda for Peace* (1992): Important UN report on Preventive diplomacy, peacemaking and peace-keeping.
- 🔗 <http://www.un.org/peace/peacebuilding/>  
The UN Peacebuilding Commission
- 🔗 <http://www.transcend.org>  
Transcend Peace network, directed by Johan Galtung. Information and articles on conflict transformation, peace and more.
- 🔗 [http://www.un.org/events/res\\_1325e.pdf](http://www.un.org/events/res_1325e.pdf)  
Security Council Resolution 1325 (2000) on women in conflict (gender issues).
- 🔗 <http://www.berghof-handbook.net/>  
The Berghof handbook for Conflict Transformation
- 🔗 <http://www.un.org/Docs/sc/>  
UN Security Council. Here you can find reports, statements and resolutions on Peace, security and conflict issues.
- 🔗 <http://www.amnesty.org/>  
Amnesty International: This site provides a wealth of information, documents and downloadable reports on various human rights issues.
- 🔗 <http://www.unesco.org/unescdi/index.php/eng/accueil/>  
UNESCO Documentary Resources: All documentary resources produced by UNESCO are available from this access point in the organizations' domains of competence, such as education, natural sciences, culture, social and human sciences, communication and information.
- 🔗 <http://www.focusweb.org>  
Focus on the Global South: *This is a Bangkok-based NGO-network on trade, debt and globalisation with a focus on Asia/the Pacific, which is one of the most influential resource-centres in the South.*
- 🔗 <http://www.oneworld.net>  
The One World-network: This is the most used and accessible net-cite for information on North/South-issues.

🔗 <http://www.twinside.org.sg>  
Third World Network: This is one of the most important net-cites for comments and analyses from a radical South-perspective.

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

## Peace and Conflict Issues - Nepal:

🔗 <http://asiapacific.unwomen.org/en/countries/nepal>  
UN Women Asia and the Pacific

🔗 <http://www.np.undp.org>  
United Nations Development Program Nepal

🔗 <http://www.fesnepal.org>  
Friedrich-Ebert-Stiftung or FES was founded in 1925 as a political legacy of Germany's first democratically elected president, Friedrich Ebert. It has offices in 105 countries working for social justice and democracy. FES was established in Nepal in 1995.

🔗 <http://dcpds-tu.edu.np>  
Department of Conflict, Peace and Development Studies, (DCPD), Tribhuvan University. DCPD one of the leading peace institutes in South Asia with an international outreach.

## Peace and Conflict Issues - India:

🔗 <http://www.unicef.org/india>  
UNICEF in India: Here you can find articles on e.g. education, health, sanitation, children in need of special protection etc.

🔗 <http://www.ipcs.org>  
Institute of Peace and Conflict Studies  
Founded in 1996 as an independent think tank the Institute of Peace and Conflict Studies (IPCS) is one of the premier research institutes and think tanks on South Asia.

🔗 <http://www.mcpr-bhu.org/>  
The Malaviya Centre for Peace Research (MCPR). An interdisciplinary centre of the Faculty of Social Sciences at the Banaras Hindu University.

🔗 <http://www.mcrq.ac.in/>  
Mahanirban Calcutta Research Group. A forum on topic such as human rights, gender issues, issues of forced displacement and migration, peace and conflict resolution and border-conflicts.

🔗 <http://www.narmada.org/>

Friends of river Narmada: The coalition is a solidarity network for the Narmada Bachao Andolan (Save the Narmada Movement) and other similar grassroots struggles in India

## News and Media – India and South Asia

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

## Selected List of Peace and Conflict Studies Centres and Programmes Worldwide

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

- \* [Olympism4Humanity / International Olympic Academy](#)
- \* [Peace and Conflict Studies / University of Toronto](#)
- \* [Peacebuilding - at \[www.peacebuilding.it\]\(http://www.peacebuilding.it\)](#)
- \* [Peace Studies at Colgate University, USA](#)
- \* [Projektgruppe Friedensforschung Konstanz / Universität Konstanz \(PFK\)](#)
- \* [The Richardson Institute. Reseach applied to peace and conflict / Lancaster University](#)
- \* [Stockholm International Peace Research Institute \(SIPRI\)](#)
- \* [TELAR - Puertas a la Paz](#)
- \* [The International Theatre of the Oppressed Organisation](#)
- \* [Thematic Network on Humanitarian Development Studies / University of Deusto](#)
- \* [Transcend](#)
- \* [University of Bradford / Department of Peace Studies](#)
- \* [University of Bremen](#)
- \* [University of North Texas: Peace Studies](#)
- \* [University of Ulster / Centre for the Study of Conflict](#) \* [World Peace Academy](#)
- \* [Wuppertal Institut für Klima, Umwelt, Energie](#)
- \* [Zentrum für Konfliktforschung / Center for Conflict Studies/Universität Marburg](#)