

Curriculum

Department of Peace and Conflict Studies



Faculty of Social Sciences
University of Dhaka

Curriculum

Department of Peace and Conflict Studies

Curriculum

BSS (Hons) and MSS Programmes under the Semester System
[Effective from 2018-2019 Academic Session]



Department of Peace and Conflict Studies

Faculty of Social Sciences
University of Dhaka, Bangladesh

Table of Contents

About the Department	1
Part I – Rules and Regulations	2
1. Bachelor of Social Sciences (BSS) (Hons) Programme	2
2. One-Year Master of Social Sciences (MSS) Programme	4
3. Administration of the Examination	5
4. Nature, Pattern and Type of Questions	7
5. Eligibility for Sitting in the Semester Final Examination	7
6. Evaluation and Grading	8
7. Interpretation of the Grades	10
8. Grading Structure for MSS Degree Programme	10
9. Promotion	11
10. Improvement	12
11. Readmission	13
12. Drop out	13
13. Grievance	13
14. Evaluation of the Course Teachers	14
15. Computation of Grade Point Average	14
Part II - BSS (Hons) Courses and Structure of the Curriculum	18
BSS (Hons) Courses Number and Name	18
BSS (Hons) Courses Outline	19
FIRST SEMESTER	19
SECOND SEMESTER	33
THIRD SEMESTER	48
FOURTH SEMESTER	64
FIFTH SEMESTER	79
SIXTH SEMESTER	94
SEVENTH SEMESTER	108
EIGHTH SEMESTER	125
Part III - MSS Courses and Structure of the Curriculum	132
MSS Courses Number and Name	132
MSS Courses Outline	133
FIRST SEMESTER	133
SECOND SEMESTER	150

About the Department

The Department of Peace and Conflict Studies (PACS) is first of its kind in the country, as well as in South Asia. The Department was established in 1999 under the Faculty of Social Sciences, University of Dhaka (DU). The Department envisions a normative approach to promote a culture of peace at all spheres of the society. In line with this vision, the Department prepares qualified peacemakers having rigorous interdisciplinary knowledge and capacity of researching the conditions of peace, and the causes of war, and other forms of violence. The Department works with a threefold aim - first, to provide education within the realm of peace, conflict, human rights, and security; second, to generate knowledge through research on these core issues; third, to disseminate the knowledge and research findings among wider audience. It is important to note that the establishment of the Department was influenced by the Department of Peace and Conflict Research of Uppsala University, Sweden. The Department of Peace and Conflict Research of Uppsala University had a "Conflict Resolution Program" in 1990s which was attended by several faculty members of the DU. Out of them, Professor Dalem Chandra Barman of the Department of Political Science, DU took an initiative for creating opportunities of studying issues related to peace and conflict resolution, which finally led to the establishment of the PACS on 8 June 1999.

The Department offers Bachelor of Social Sciences (BSS), Master of Social Sciences (MSS), Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) programmes. These programmes are designed to acquaint the students with theoretical understanding and methodological training to analyze multifaceted aspects of peace and conflict at local, national, regional, and global levels. The Department equips students with dominant theories and scholarly debates on various cross-cutting issues related to peace and conflict such as conflict management, resolution and transformation, peacemaking, peacekeeping and peacebuilding, human rights, diplomacy, and the role of the United Nations in maintaining international peace and security.

Moreover, the Department focuses on systematic study to learn and apply the nonviolent principles in resolving conflicts within and beyond the country, giving priority to the contemporary issues such as terrorism, extremism, climate change, refugee crisis, etc. The Department also fosters partnership with various national and international organizations and conducts collaborative research, seminars, and workshops which contribute to bridge the gap between practitioners and academicians.

Part I - Rules and Regulations

1. Bachelor of Social Sciences (BSS) (Hons) Programme

- 1.1 Title of the Programme:** Bachelor of Social Sciences (BSS) (Hons)
- 1.2 Duration of the Programme:** Four academic years divided into eight semesters
- 1.3 Medium of Instruction:** Bangla and English
- 1.4 Admission**

Students shall be admitted in the BSS (Hons) Degree Programme in different departments under the Faculty of Social Sciences (FSS) as per the rules of University of Dhaka.

1.5 The Programme

- 1.5a The BSS (Hons) Programme shall be of four-year duration and divided into 8 (eight) semesters. Each semester shall be composed of 19 weeks, of which
- 15 weeks for class teaching
 - 1 week break for preparation, and
 - 3 weeks for holding the semester final examinations.
- 1.5b The programme shall include teaching of 32 course units for a total of 3200 marks, which will be translated into 128 credit hours.
- 1.5c The total credit hours shall be evaluated on the basis of 3200 total marks, of which 3000 marks shall be for 30 taught course units, 100 marks for BSS thesis, and 100 marks for viva-voce.
- 1.5d Each full unit course shall be of 100 marks: 50 marks for final examination and 50 marks for class attendance, class test, mid-term and assignment.
- 1.5e Since the credit hours are counted on the basis of lecture class/contact hours per week, number of lecture classes/contact hours shall be determined according to the credits assigned to each course unit.
- For a 4 credit course unit, there shall be two lecture classes of 90 minutes each, and one 60 minutes discussion class/group presentation/class test in every week.
- 1.5f In the course structure for the BSS (Hons) degree programme, in each semester, there shall be

- 4 courses with 100 marks each, resulting in 16 (sixteen) earned credits per semester, i.e., there shall be 4 courses with 4 credits assigned to each course from 1st Semester to 7th Semester.
- 2 taught courses for 200 marks (4 credit hours assigned to each course), 100 marks for Bachelor Thesis (4 credit hours) and 100 marks for viva-voce¹ with 4 credit hours assigned against it, in the 8th (eighth) semester.

The distribution of course units, marks and credit build up for the BSS (Hon's) Degree Programme for 3200 marks for 32 courses with 4 credit hours per course shall be as following:

Course Structure of the BSS (Hons) Degree Programme

Semester	No. of Courses	Total Marks	Earned Credits
One	4	400	16
Two	4	400	16
Three	4	400	16
Four	4	400	16
Five	4	400	16
Six	4	400	16
Seven	4	400	16
Eight	2	200	8
	Bachelor Thesis	100	4
	Viva-Voce	100 (25*4)	4
Total	32 Courses	3200	128

¹ Total 100 marks for viva-voce will be distributed equally for every even number semester from first semester to eighth semester.

2. One-Year Master of Social Sciences (MSS) Programme

2.1 Admission

Only the successful students of the BSS (Hon's) programme shall be eligible to get admitted into the MSS Degree Programme within next two academic years.

2.2 Medium of Instruction: Bangla and English

2.3 The Programme

2.3a A one-year MSS degree programme shall be of 32 credits and divided into 2 semesters. Each semester shall be of 19 weeks, of which

- 15 weeks for class teaching
- 1 week break for preparation, and
- 3 weeks for holding the semester final examinations.

2.3b The programme shall include teaching of 8 course units for a total of 800 marks, which shall be translated into 32 credit hours.

2.3c The total credit hours shall be evaluated on the basis of 800 total marks.

2.3d Each full unit course shall be of 100 marks: 50 marks for final examination and 50 marks for class attendance, class test, mid-term, and assignment.

2.3e Number of lecture classes/contact hours per week shall be determined on the basis of the credit hours assigned to each course.

- For a 4 credit course unit, there shall be two lecture classes of 90 minutes each, and one 60 minutes' discussion in class/group presentation in every week.

2.3f In the course structure for the one-year MSS degree programme with credit hours assigned to the courses in each semester, there shall be:

- A total of 800 marks for 8 full unit courses.
- 4 courses with 100 marks each, resulting in 16 (sixteen) earned credits per semester, i.e., there shall be 4 courses with 4 credits assigned to each course.

The distribution of course units, makes and credit build up for the MSS Degree Programme for 800 marks for 8 courses with varying credit hours per course shall be as follow.

Course Structure of the One-year MSS Degree Programme

Semester	No. of Courses	Total Marks	Earned Credits
One	4*	400	16
Two	4**	400	16
Total	8	800	32

* All courses in the MSS First Semester are compulsory for the students.

** All courses in the Second Semester are optional – students must choose any four from the available alternatives including Thesis/ Internship.

3. Administration of the Examination

3.1 The Chairperson of the Department shall provide the Dean of the Faculty and the students with a semester calendar before the beginning of a semester indicating.

- the duration of 15 weeks for class teaching
- dates of mid-semester examination
- date of submission of assignment/term paper
- duration of the preparation week
- dates for the semester final examinations, and
- next semester commencement date.

3.2 At the beginning of the semester, a course teacher shall provide the students with a course outline indicating objectives, contents and activities (teaching approaches such as labs, case studies, field work, lecture, presentation, etc.) related to the course, text books to be followed, the dates for mid-semester and submission of term papers/home assignments.

3.3 The course teacher shall announce the result of mid-semester examination and term papers/home assignments within two weeks of the date of holding of the examination, and submit the marks to the Chairperson of the Examination Committee, immediately after the announcement of the result.

3.4 The dates for the semester final examination of the Department shall be coordinated by the Dean of the Faculty in consultation with the chairperson.

- 3.5** All semester final examinations shall be conducted by the Controller of the Examinations.
- 3.6** All students of the semester concerned shall have to fill in the semester final examination entry form, supplied by the departments, on payment of dues determined by the University, for appearing at the semester final examination.
- 3.7** The Academic Committee of the Department shall constitute an Examination Committee for each semester of the Programme. The Examination Committee shall be composed of 4 members, one of which shall be an external, appointed from outside the Department. In case of any vacancy or inability on the part of a member/examiner, the examination work shall not be invalidated.
- 3.8** The course teacher of each course shall submit the manuscript of the questions to the Chairperson of the Examination Committee at least two weeks before the course final examination begins. The Examination Committee shall
- edit and print questions, hold semester final examinations, and conduct viva voce (if any),
 - appoint two teachers for tabulation of the results, preferably from within the examination committee,
 - announce the semester final results within 42 days from the date of last examination held and recommend students' promotion to the next semester class.
- 3.9** Tabulation work shall be started after all the marks of the semester final examination are received by the Chairperson for Examination Committee.
- 3.10** The Chairpersons of the respective Examination Committees shall submit the following to the Controller of Examinations.
- the semester final examination result and the relevant working papers,
 - a list of students recommended for promotion to the next semester class,
 - copies of the grade-sheet and the mid-semester marks of all courses of the semester, and
 - Evaluated answer script.

- 3.11** The Controller of the Examinations shall conduct the semester final examinations.
- 3.12** All students shall have to fill in the examination entry form, supplied by the Controller of Examinations, on payment of dues, for appearing at the semester final examinations.
- 3.13** The Controller of the Examination shall publish the results of the BSS (Hons) and MSS degree programmes and shall provide the transcript showing course wise grades and the Cumulative Grade Point Average (CGPA) of the candidates for the degree concerned.
- 3.14** The results must be published within 8 (Eight) weeks after the last Course Examination is over. Examination Committee shall be responsible for failure to publish the results within the stipulated time.

4. Nature, Pattern and Type of Questions

The nature, pattern and type of questions setting in the current examination system blocks creativity of the students, the rigid way of setting 8 question, of which students answer any four, created a stereotypical situation, where both the teachers and the students fall into a trap of repeating questions. In the span of five-year studentship, students can guess the type of questions that will be set for the examination.

Therefore, changes in the nature, pattern and type of questions setting are very urgent. New and innovative type of questions with reference to practical issues related to the field and the context would be challenging as well as remunerative for both the students and the teachers.

Many options are available in this regards. For innovative short and essay type questions; sitting exam with a mix of multiple choice, short and essay type question etc.

- a sitting examination with a mix of creative and innovative short and essay type question would be a good choice.

5. Eligibility for Sitting in the Semester Final Examination

5.1 A student shall be eligible for sitting in the examination as a regular student if she/he has a class attendance of 75% and above.

5.2 A student shall be considered No-Collegiate if she/he has a class attendance between 60% and 74%. However, she/he shall be allowed to sit for the examination with a payment of a fine.

5.3 A student shall be considered Discollegiate if she/he has a class attendance below 60% and shall not be allowed to sit for the examination. She/he may seek readmission into the programme.

6. Evaluation and Grading

6.1 Evaluation and grading shall be determined on the basis of

- an overall evaluation of student's performance in mid-semester examination
- semester final examination
- term papers/home assignments
- class attendance
- Active participation in the discussion class/ tutorial class/ group presentation/ class test.

6.2 The distribution of marks for evaluation shall be as follow:

Class Attendance	5%
Active participation in the discussion class/ group presentation/ class test	10%
Term papers/ home assignments	15%
Mid-semester examination (Duration of 75 minutes)	20%
Semester final examination (Duration of 3 hours)	50%
Total	100%

6.3 Marking for class attendance shall be computed in the following manner:

Attendance range (in percent)	Marks
90% and above	5.0
85% to less than 90%	4.5
80% to less than 85%	4.0
75% to less than 80%	3.5
70% to less than 75%	3.0
65% to less than 70%	2.5
60% to less than 65%	2.0
55% to less than 60%	1.5
50% to less than 55%	1.0
45% to less than 50%	0.5
Less than 45%	0.0

There could be an option for any department with professional degree programme to follow the formula given below for marking for class attendance.

$$\text{Marks obtained} = \frac{\text{Number of classes attended}}{\text{Total number of classes held to a course}} \times \text{Proportion of Marks Assigned}$$

6.4 The mid-semester examination scripts, the term papers/home assignments, etc. shall be evaluated by the course teacher, and semester final examination scripts shall be evaluated by the examiner.

6.5 For each course, examination scripts of the mid-term examination, term paper/home assignments and active participation in discussion class/group presentation/ class test will be examined by the course teacher. For the final examination, scripts will be examined by two examiners. Semester final examination marks and sessional marks shall be totaled and converted into letter-grades following a 4-point grading scale presented below:

Grading Structure for BSS (Hons) Degree Programme in a 4-point Grading Scale

Mark Range (in percent)	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4.00
75 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+	Good	2.50
45 to less than 50	C		2.25
40 to less than 45	D	Passing	2.00
Below 40	F	Failing	0.0
.....	I	Incomplete
.....	W	Withdrawn

7. Interpretation of the Grades

- ‘A⁺’, ‘A’ and ‘A-’ grades are indicative of ‘excellent’ performance overall by a student, earning grade points of 4.0, 3.75, and 3.50, respectively.
- ‘B⁺’, ‘B’ and ‘B-’ grades are indicative of ‘very good’ performance overall by a student, earning grade points of 3.25, 3.00 and 2.75 respectively.
- ‘c⁺’ and ‘c’ grades are indicative of ‘good’ performance overall by a student, earning grade points of 2.50, and 2.25, respectively.
- ‘D’ grade is indicative of minimally acceptable ‘passing; performance overall by a student, earning a grade point of 2.00.
- ‘F’ grade is indicative of an unacceptable ‘failing’ performance overall by student, i.e., fail to earn any credit point.
- ‘I’ grade is indicative of a situation where a student, for non-academic reasons beyond his control. Is unable to complete the full requirements for the course for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reason(s), and the recommendation of the course teacher (to be reported to the Chairperson of the Examination Committee), that particular student shall be allowed to complete the semester final examination with the next batch. Meanwhile, the student concerned will be promoted to the next semester. If an ‘Incomplete’ grade is not cleared with the next batch, the ‘I’ grade shall automatically be changed to an ‘F’ grade. A maximum of two ‘I’ grades shall be allowed to a student in one semester.

8. Grading Structure for MSS Degree Programme

For each course, examination scripts of the mid-term examination, term paper/home assignments and active participation in discussion class/ group presentation/ class test will be examined by the course teacher. For the final examination, scripts will be examined by two examiners. Semester final examination marks and sessional marks shall be totaled and converted into letter-grades following a 4-point grading scale presented below:

Grading Structure for MSS Degree Programme in a 4-point Grading Scale

Mark Range (in percent)	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4.00
75 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+	Good	2.50
45 to less than 50	C		2.25
40 to less than 45	D	Passing	2.00
Below 40	F	Failing	0.0
.....	I	Incomplete
.....	W	Withdrawn

9. Promotion

9.1 For promotion from first to the second year, a student shall require to earn a minimum CGPA of 2.00.

9.2 Students failed to obtain required grade point will also be allowed to appear at the Supplementary Examination. If they fail to obtain required marks/grade points in the Supplementary Examination, must seek readmission with the following batch.

9.3 For promotion from second to the third year, a student shall require to earn a minimum CGPA of 2.25.

9.4 For promotion from third to the fourth year, a student shall require to earn a minimum CGPA of 2.50.

9.5 To obtain a BSS (Hons) and MSS degree, a student shall require to earn a minimum CGPA of 2.25, taking into consideration all the grade points earned in total number of courses, including improved grade, if any.

9.6 A carry over system shall be in place, i.e., if a student fails to earn the required CGPA for promotion, she/he shall be allowed to continue in the next semester, but she/he shall clear her/his deficit by seating for separate examination within 45 days of the publication of the result with the permission of the Academic Committee of the Department.

9.7 A student failing to clear up the annual university or department dues of the year of study shall not be promoted to the next semester.

10. Improvement

10.1a A student earning 'F' grade in any course shall be allowed to improve the grade twice/two times only with the following batches.

10.1b A student 'F' grade in any course shall be allowed to improve the grades in course final examination including mid semester examination once only with the immediate next batch. (Effective Hons 2011-12, MSS 2010-11)

10.2 If a student obtains grades 'B' or less in a course, she/he shall be allowed to improve grades, either through a Supplementary Examination within 45 days under the same Examination Committee, or with following batch. Students failed to obtain required grade point will also be allowed to appear at the Supplementary Examination. If they fail to obtain required marks/grade points in the Supplementary Examination, must seek re-admission with the following batch.

In MSS degree if a student obtains grade 'B' or less in a course, she/he shall be allowed to improve grades. In such case student must submit written application to the Controller of Examinations through the Chairman within 15 (Fifteen) days after publishing the result.

10.3 Such improvement shall be allowed only once in a course and in such case the student's previous grade shall be automatically cancelled.

10.4 Students shall be allowed to sit for improvement examination in the fourth year courses of the BSS (Hons) degree, in the courses of the one-year MSS degree and in the second year courses of the two-year MSS degree programme with the following batch, provide they must apply for such improvement examination before Issuance of Provisional Certificate by the controller of the Examinations.

10.5 A student carrying grade 'F' in any course shall not be awarded the degree unless he/she improves it by appearing at the semester final examination with the next batch.

10.6 If the student gets F in the improvement examination, he/she shall automatically be dropped from the semester and the student shall have to take readmission with the next batch, provided the student concerned is eligible for readmission.

10.7 For improvement of grade in course, the student shall apply to the Chairperson of the Department at least 4 (four) weeks before the start of the semester final examination.

10.8 No improvement shall be allowed for the term papers/home assignments, and active participation in the discussion class/tutorial class/class test marks and the grades earned in written and oral comprehensive examination.

11. Readmission

11.1 A student failing to get the requisite grade points for promotion (clause 10) from one semester to the next may seek readmission with the following batch and with the 1st, 3rd, 5th or 7th Semester respectively.

11.2 For readmission, students must attend at least 30% class in each of the courses in the preceding session and shall have to apply within 15 days after the announcement of result of the concerned semester.

11.3 On readmission grades earned earlier by a student in the class of readmission shall cease to exist and the student has to retake all the course works and examinations.

11.4 Readmission shall be allowed only once for a One-Year MSS degree programme, two times during the entire BSS (Hons) degree programmes either in the same class or in different classes. In the cases, she/he must complete the 4-year BSS (Hons) degree by 6 years, the two-year MSS degree by 4 year and one-year MSS degree by 2 year from the time of original admission.

12. Drop out

12.1 A student failing to earn the GPA for promotion from one semester to the next after taking readmission in any semester shall be dropped out of the programme.

12.2 A student earning F grade in any course after taking improvement examinations or readmission in any semester class shall be dropped out of the programme.

13. Grievances

13.1 Where students have concerns about the teacher's teaching, evaluation or grading, a provision shall be there by which the student can make the concern known to the appropriate individuals in the following order:

- The course teacher
- The Chair of the Department in which the course is taught
- The Dean of the Faculty in which the course is taught.

13.2 Grievances should be recorded by a student within a week after the publication of the result.

13.3 If the student is dissatisfied with any grade given by the concern course teacher, he/she can lodge complain to the Chairman of the Department and request for reevaluation of his/her work. A three member Grievance Committee from among the senior faculties will be formed by the Academic Committee of the department for this purpose. The decision of the Grievance Committee would be the final.

14. Evaluation of the Course Teachers

14.1 There could be an option for any department to introduce a process of evaluation of the course teachers.

14.2 If any department chooses to exercise the option, the department concerned shall be responsible for developing the detailed assessment procedure.

15. Computation of Grade Point Average

15.1 A course in which a student has obtained 'D' or a higher grade shall be counted as credits earned by him/her.

15.2 Any course in which a student has obtained 'F', 'I' or 'W' grade shall not be counted towards her/his earned credits.

15.3 'F' grade will not be counted for GPA calculation, but will stay permanently on Grade Sheet and Transcript.

15.4 The Grade Point Average for semester (SGPA) shall be computed in the following manner:

$$SGPA = \frac{(CH \times EGP)}{TCAS}$$

Where, SGPA = Semester Grade Point Average

CH = Credit Hours

EGP = Earned Grade Point

TCAS = Total Number of Credits Assigned to a semester

The formula works through the following steps:

An example is presented below to illustrate the working of the formula for calculating the SGPA for a student in the first semester, with 4 courses, where different credit hours are assigned against each course.

First Semester

Course No.	Col. 1	Col. 2	Col. 3	Col. 4 =
	No. of Credits Assigned	Grade obtained by a student	Corresponding Grade Point	(Col. 1 x Col. 3)
				Grade Points Earned by the Student Concerned
Course PACS 111	4	B	3	12
Course PACS 112	4	A	4	16
Course PACS 113	4	C	2	8
Course PACS 114	4	B	3	12
Total	16			48

We know that,

$$SGPA = \frac{\sum(CH \times EGP)}{TCAS}$$

By putting the necessary information into the formula, we get the required SGPA obtained by a student in the first semester.

$$\begin{aligned}
 \text{SGPA for the First Semester} &= \frac{(4 \times 3) + (4 \times 4) + (4 \times 2) + (4 \times 3)}{4+4+4+4} \\
 &= \frac{12 + 16 + 8 + 12}{16} \\
 &= \frac{48}{16} \\
 &= 3.0
 \end{aligned}$$

Calculating the SGPA for a student in the second semester, with 4 courses, where different credit hours are assigned against each course.

Second Semester

Course No.	Col. 1	Col. 2	Col. 3	Col. 4 =
	No. of Credits Assigned	Grade obtained by a student	Corresponding Grade Point	(Col. 1 x Col. 3)
Course PACS 121	4	B	3	12
Course PACS 122	4	C	2	8
Course PACS 123	4	F	0	0
Course PACS 124	4	B	3	12
Total	16			32

We know that,

$$SGPA = \frac{\sum(CH \times EGP)}{TCAS}$$

By putting the necessary information into the formula, we get the required SGPA obtained by a student in the second semester.

$$\begin{aligned} \text{SGPA for the Second Semester} &= \frac{(4 \times 3) + (4 \times 2) + (4 \times 0) + (4 \times 3)}{4+4+4+4} \\ &= \frac{12 + 8 + 0 + 12}{16} \\ &= \frac{32}{16} \\ &= 2.0 \end{aligned}$$

The Cumulative Grade Point Average (CGPA) for a student is calculated by dividing the total grade points earned in all semesters by the total number of credits assigned to all semesters. According to our example, the CGPA of First and Second Semesters is,

$$CGPA = \frac{TGPE}{TCAS}$$

Where, CGPA = Cumulative Grade Point Average

TGPE = Total Grade Points Earned in First & Second Semesters

TCAS = Total Number Credits Assigned to First & Second Semester

By putting the necessary information into the formula, we get the required CGPA obtained by a student in the first and second semesters combined.

$$\begin{aligned} \text{CGPA for First \& Second Semesters} &= \frac{48+32}{16+16} \\ &= \frac{80}{32} \\ &= 2.5 \end{aligned}$$

Part II - BSS (Hons) Courses and Structure of the Curriculum

BSS (Hons) Courses Number and Name

FIRST SEMESTER

PACS 111: Introduction to Peace and Conflict Studies

PACS 112: Concept and Analysis of Conflict

PACS 113: Fundamentals of Politics

PACS 114: Bangladesh Studies

SECOND SEMESTER

PACS 121: Approaches to and Analyses of Peace Theories

PACS 122: Theories and Practices of Conflict Resolution

PACS 123: Human Rights in a Changing World

PACS 124: International Politics

THIRD SEMESTER

PACS 211: Security Studies

PACS 212: State and Violence

PACS 213: Gender, Conflict and Peace-building

PACS 214: International Law and Dispute Settlement

FOURTH SEMESTER

PACS 221: Migration, Refugee and Conflict

PACS 222: Social Movement and Peace

PACS 223: Armament and Disarmament

PACS 224: Foreign Policy and Diplomacy

FIFTH SEMESTER

PACS 311: Introduction to Research Methodology

PACS 312: Environment and Conflict

PACS 313: Behavioral Approaches to Peace and Conflict

PACS 314: Political Economy of Conflict and Peace

SIXTH SEMESTER

PACS 321: Internal Conflict and Violence

PACS 322: Regional Approaches to Peace and Development

PACS 323: Public Policy and Governance

PACS 324: Quantitative Research Methodology

SEVENTH SEMESTER

PACS 411: Protracted Conflict

PACS 412: Alternative Dispute Resolution

PACS 413: Indigenous Studies

PACS 414: Media, Peace and Conflict

EIGHTH SEMESTER

PACS 421: UN and World Peace

PACS 422: South Asian Studies

PACS 423: Bachelor Thesis

Viva-Voce

BSS (Hons) Courses Outline

FIRST SEMESTER

Course Number and Title: PACS 111: Introduction to Peace and Conflict Studies

Credit Hours: 4

Course Description

This course is designed to provide students with an introduction to peace studies as a distinct field of study. The lectures will address the basic issues of peace studies to orient students with the subject matter of the discipline. It mainly covers Concepts, Origin, and Status of Peace and Conflict Studies; Various Dimensions of Peace; Violence and its Types; Peace through Democracy, Human Rights and Development; Nonviolence and Peace; Peace Research; Peace Education; and Culture of Peace.

Course Objectives

- To provide a basic understanding of the subject matter of peace studies
- To highlight the importance of peace studies as a distinct field of study
- To discuss the key concepts, major themes, and most significant issues informing the field
- To assist students to connect their conceptual understanding with the real-life scenario

Course Contents

Number of Classes

Unit 1: The Concept of Peace

6

- Understanding peace
- Positive peace and negative peace
- Components of positive and negative peace
- Priorities between positive and negative peace
- Integration of positive and negative peace

Unit 2: Violence

3

- Understanding violence
- Direct violence, structural violence, and cultural violence
- The link between direct violence and structural violence
- Relations between peace and violence

Class Test

Unit 3: Peace Education 2

- What is peace education?
- Relevance of peace education
- Historical evolution of peace education
- Essential components of peace education

Unit 4: Nonviolence and Peace 4

- The meaning of nonviolence
- Nonviolence in theory
- Nonviolence in practice
- Success and failure of nonviolence
- Prospects for nonviolence
- Nonviolence and peace

Midterm Examination

Unit 5: Culture of Peace 2

- Understanding the culture of peace
- UN Declaration on a culture of peace
- Program of action on a culture of peace

Unit 6: Democracy and Peace 4

- The notion of democratic peace
- The democratic peace proposition
- Institutional, normative and interdependence arguments of democratic peace
- Caveats of democratic peace

Unit 7: Development and Peace 3

- Understanding development
- The nexus between peace and development
- Contradictions between peace and development

Unit 8: Peace Research 4

- Evolution of peace research
- Nature of peace research
- Methods for inquiry
- Epistemological foundations
- Policy orientation
- Levels of analysis

Unit 9: War Reduction and Peace Creation

2

- Various ways of war reduction
- Peace creation through balancing and restructuring of the international system
- Paths to international peace

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Barash, D. P., & Webel, C. P. (2009). *Peace and conflict studies*. Los Angeles: Sage Publications. Retrieved from <https://bit.ly/2FdGR8o>
- Bönisch, A. (1981). Elements of the Modern Concept of Peace. *Journal of Peace Research*, 18(2), 165-173. doi:10.1177/002234338101800205
- Boulding, K. E. (1990). Future Directions in Conflict and Peace Studies. *Conflict: Readings in Management and Resolution*, 35-47. doi:10.1007/978-1-349-21003-9_3
- Darby, J., & Ginty, R. M. (2003). *Contemporary peacemaking: Conflict, violence, and peace processes*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), 291-305. Retrieved from <https://bit.ly/2mJ6szG>
- Islam, M. T. (2013). "Peace and Conflict Studies: Evolution of an Academic Discipline", *Journal of the Asiatic Society of Bangladesh (Hum.)*, 58(1), 129-155. Retrieved from <https://bit.ly/2Gg2jed>
- Jeong, H. W. (2002). *Peace and Conflict Studies: An Introduction*. Burlington: Ashgate Publishing Company.

- Reardon, B.A. (1988). *Comprehensive Peace Education: Educating for Global Responsibility*. New York: Teachers College Press.
- Reychler, L. (2006). Challenges of Peace Research. *International Journal of Peace Studies*, 11(1), 1-16. Retrieved from <https://bit.ly/2JIR27g>
- Rivera, J. (2004). Assessing the Basis for a Culture of Peace in Contemporary Societies. *Journal of Peace Research*, 41(5): 531-548. Retrieved from <https://bit.ly/2JD4eM5>
- Smoker, P., Davies, R., and Munske, B. (eds.) (1990). *A Reader in Peace Studies*. New York: Pergamon Press.
- Wallensteen, P. (eds.) (1998). *Peace Research: Achievements and Challenges*. Boulder: Westview Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 112: Concept and Analysis of Conflict

Credit Hours: 4

Course Description

The course helps students to broaden their insights on the concept and understanding of conflict, typology, actors, issues, and stages of a conflict. This course aims to provide theoretical perspectives on conflict and techniques of conflict analysis. In this course, students become familiar with major classical literature related to the study of conflict as well as engage themselves in applying these theories into practice through simulation and other individual academic works in the classes.

Course Objectives

- To provide a basic understanding of the concept of conflict
- To elaborate on the issues, causes, and factors of conflict
- To highlight the importance of conflict analysis as a mechanism to understand the conflict
- To conduct an analysis of relevant contemporary conflicts by using conflict analysis tools

Course Contents

Number of Classes

Unit 1: The Concept of Conflict

5

- Understanding of conflict
- Meaning and definition of conflict
- Nature and characteristics of conflict
- Typology of conflict
- Significance of conflict
- Distinctions between war, violence, and conflict
- Consequences of conflict

Unit 2: Issues, Factors, and Drivers of Conflict

4

- Understanding why conflict happens in society
- Knowing about issues and factors of conflict
- Exploring issues that drive and trigger violence
- Theories of forming conflicts

Class Test

Unit 3: Conflict Escalation and De-escalation Process 4

- Do all conflicts escalate?
- Why conflict turns into violence?
- The escalation process of conflict
- The de-escalation process of conflict
- The importance of escalation and de-escalation process

Unit 4: Power in Conflict 4

- Concept and definition of power
- Types of power
- Sources of power in conflict
- The significance of power in conflict
- Power symmetry and asymmetry
- Power balance

Midterm Examination

Unit 5: The Conflict Triangle 4

- The conflict triangle and its explanation
- The elements of the conflict triangle
- The application of the conflict triangle
- The spiral of conflict

Unit 6: Conflict Analysis 4

- Understanding of conflict analysis
- Importance of conflict analysis
- How to conduct conflict analysis?
- Tools and frameworks of conflict analysis

Unit 7: Tools of Conflict Analysis 5

- Conflict mapping
- Conflict tree
- Onion model
- Stages of conflict
- Pyramid model

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Fisher, S., Abdi, D. I., Ludin, J., Smith, R., Williams, S. and Williams, S. (2000). *Working with Conflict: Skills and Strategies for Action*. London: Zed books.
- Jeong, H. W. (2002). *Peace and Conflict Studies: An Introduction*. Burlington: Ashgate Publishing Company.
- Jeong, H. W. (2008) *Understanding Conflict and Conflict Analysis*. London: Sage Publications.
- Mitchell, C. R. (1981) *The Structure of International Conflict*. London: The Macmillan Press.
- Ramsbotham, O., Hugh, M. and Woodhouse, T. (2011) *Contemporary Conflict Resolution*. Cambridge: Polity Press.
- Sandole, D. J., Byrne, S., Sandole-Staroste, I., and Senehi, J. (eds.) (2008) *Handbook of Conflict Analysis and Resolution*. New York, Routledge. Retrieved from <https://bit.ly/30BzMru>
- Wallensteen, P. (2002), *Understanding Conflict Resolution*. New Delhi: Sage Publications.
- N.B.** *Additional reading materials/booklists will be given in the classes when necessary.*

Unit 2: Theories of Politics/Political Science 4

- Origin of politics and political science
- Major theories of politics/political science
- Classical period – Plato, Aristotle, Eastern thoughts
- Medieval period – Idealist/Normative approach (Augustine)
- Modern period – Realist approach (Niccolo Machiavelli)
- Contractualists – Thomas Hobbes, John Locke, Jean Jack Rousseau
- Marxist theory (Karl Marx)
- Behaviouralism-Institutionalism, Neo-Institutionalism,
- System theory
- Modernization theory
- Rational choice theory
- Game theory

Class Test

Unit 3: State 4

- State: concept and emergence of the nation-state system
- Theories of origin of state (Divine theory, Force theory, Evolutionary theory, Social Contract theory)
- State and society (Marx, Durkheim, and Weber)
- State, culture, and the emergence of the political system

Unit 4: Government 3

- Concepts of government meaning and basis of the authority of government
- Forms of government
- Nexus between politics and government

Unit 5: Sovereignty 3

- Meaning and concept of sovereignty
- Approaches/theories of sovereignty
- The current debate over sovereignty and state boundary

Midterm Examination

Unit 6: Constitutions 2

- Meaning and concept of constitution
- History of constitutional government
- Features of an ideal constitution
- Types of constitution

Course Number and Title: PACS 113: Fundamentals of Politics

Credit Hours: 4

Course Description

The course introduces students to the fundamental concepts of politics and political science. It aims to prepare students to develop theory-driven analytical skills to understand the dynamics of state and society. It also prepares students to apply their theoretical understanding in the real-life scenario. The course mainly covers approaches to the study of politics (e.g. traditionalism, behaviouralism, structuralism, and structural functionalism); scope and essence of studying politics and government in the Peace and Conflict Studies; concept and emergence of the nation-state system; state, culture and emergence of political system; concept, nature and role of political parties in a state; meaning and classification of constitutions; political culture, political socialization and political development; concept and basic features of good governance; state of governance in Bangladesh; issues and challenges of good governance in Bangladesh.

Course Objectives

- To provide basic understanding about politics and political science
- To develop an understanding of the dynamics of state and society
- To develop an understanding of political development and political culture
- To prepare students to apply their theoretical understanding in their everyday life

Course Contents

Number of Classes

Unit 1: Introduction

3

- Meaning and concept of political science/politics
- Discussion of politics/political science as an academic discipline
- Nature and scope of politics/political sciences
- The essence of studying politics and government

Unit 7: Separation of Power **3**

- The branches of government: legislative, executive and judiciary
- Concepts of separation of power and theories
- Checks and balance: a discussion of the USA model of checks and balances among the three branches of government

Unit 8: Political Party **2**

- Political system model (David Easton 1965)
- Basic concepts of politics: authority and responsibility
- Meaning and nature of political parties
- Roles of political parties in a state
- Political parties in Bangladesh

Unit 9: Political Culture **3**

- Meaning and features of political culture
- Concept of political socialization, agents of political socialization
- Meaning and nature of political development

Unit 10: Good Governance **3**

- Good governance – from government to governance
- Meaning and basic features of good governance
- Indicators of good governance
- Governance and peace
- State of governance in Bangladesh
- Issues and challenges of good governance in Bangladesh

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Agarwal, R. C. (2005). *Political Theory (Principles of Political Theory)*. New Delhi: S. Chand.
- Almond, G. A., & Powell, G. P. (1966). *Comparative politics: A development approach*. New Delhi: Amerind Publishing.
- Badie, B., & Pierre, B (Translated by Arthur Goldhammer). (1983). *The Sociology of the State*. London: University of Chicago Press.
- Chandra, P. (1998). Foreign Policy of the Former Soviet Union and the Russian Federation. In *International Politics*. New Delhi: Vikask Publishing House.
- Eckstein, H., & Apter, D. E. (1963). *Comparative politics: A reader*. New York: Free Press of Glencoe.
- Gettell, R. G. (1933). *Political science*. Boston: Ginn and Company.
- Hague, R., & Harrop, M. (2013). Political Culture. In *Comparative government and politics: An introduction* (pp. 89-104). Basingstoke: Palgrave Macmillan.
- Huque, A. S. (2013). *Problems and Prospects of Good Governance in Bangladesh. Good Governance in South Asia*. Dhaka: Osder.
- Islam, S. S. (2002). *Rashtrabigyan*. Dhaka: Hasan Book House.
- Kapur, A. C. (1992). *Principles of Political Science*. New Delhi: S. Chand. Retrieved from <https://bit.ly/2xSJ9GE>
- Krasner, S. D. (1988). Sovereignty: An Institutional Perspective. *Comparative Political Studies*, 21(1), 66-69. doi: 10.1177/0010414088021001004
- Mannan, A. (2008). *Somokalin Rajnaitik Totto (Theories of Contemporary Politics)*. Dhaka: Oboshor Prokashona Sangstha.
- Morgenthau, H. J. (1962). Understanding Politics. In *Politics in the twentieth century: The decline of the democratic politics* (pp. 07-54). Chicago: University of Chicago Press.
- Nettl, J. P. (1968). The State as a Conceptual Variable. *World Politics*, 20(4), 559-592. Retrieved from <https://bit.ly/30xf5wL>
- Pennock, J. R., Smith, D. G., Roskin, M. G., Cord, R. L., Medeiros, J. A., Jones, W. S., & Pennock, J. R. (2014). *Political science: An introduction*. Harlow, Essex, England: Pearson Education Limited.
- Uzzaman, M. S. (2005). *Rashtrabigyan Porichiti (Introduction to Political Science)*. Dhaka: Millennium Publications.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 114: Bangladesh Studies

Credit Hours: 4

Course Description

This course has been designed to help the students in obtaining a comprehensive idea about the history, culture, and heritage of Bangladesh. It will introduce students with the economy, society, politics, diplomacy, and foreign policy of Bangladesh. Students will learn about the challenges and potentials of Bangladesh in shaping its peaceful and sustainable future. It will also assist the students in assessing roles and contribution of Bangladesh in the regional and international bodies.

Course Objectives

- To introduce students with rich history, culture, and heritage of Bangladesh
- To provide them with in-depth knowledge on the major political events that shaped Bangladesh as an independent sovereign state
- To improve student's understanding of political, economic, and social development of Bangladesh
- To help them think critically and comprehensively about the foreign policy of Bangladesh, its relationship with other countries and its important roles in international organizations like UN, Commonwealth, SAARC, etc.
- To increase understanding of the challenges and potentials of Bangladesh in shaping its peaceful and sustainable future

Course Contents

Number of Classes

Unit 1: History of Bengal

3

- The political development of Bengal
- Ancient period
- Medieval period (1204-1765)
- British rule (1765-1947)

Unit 2: Emergence of Bangladesh (1947-1971)

5

- Cultural, political and economic background - towards independence (1970-1971); liberation war (26 March - 16 December 1971); the role of India, China, USA and USSR

Class Test

Unit 3: Culture, Society, Politics and Economy 4

- The political development of Bangladesh
- Cultural diversity
- Economy of Bangladesh
- Land, people, and society

Unit 4: Constitution of Bangladesh and Major Amendments 4

- Origin and formation of the constitution
- Philosophy of the constitution
- Key features
- Different amendments of the constitution

Midterm Examination

Unit 5: Politics and Governance 4

- Party system of Bangladesh and its characteristics
- The executive, legislature and judiciary branch of the government
- Local government and different agencies

Unit 6: Indigenous People in Bangladesh 4

- Ethnic groups in Bangladesh
- History, culture, and economy of ethnic groups
- Ethnicity and land
- Insurgency in the Chattogram hill tracts

Unit 7: Foreign Policy 6

- Principles of the foreign policy of Bangladesh
- Key features
- Bangladesh foreign policy with the neighboring countries
- The relationships of Bangladesh with the extra-regional powers
- Bangladesh in the International organizations

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmed, I. (2014). *Human Rights in Bangladesh past, present and futures*. Dhaka: The University Press Limited.
- Ahmed, M. (1995). *Democracy and the Challenge of Development a Study of Politics and Military Interventions in Bangladesh*. Dhaka: The University Press Limited.
- Alam, F., & Chowdhury, A. M. (2002). *Bangladesh on the threshold of the Twenty-First Century*. Dhaka: Asiatic Society of Bangladesh.
- Haider, Z. (2008), Bangladesh-India Relations. In *The Changing Pattern of Bangladesh Foreign Policy: A Comparative Study of Mujib and Zia Regimes*. Dhaka: The University Press Limited.
- Huq, M. S. (1995). Chapter-1: Roots of Bangladesh: An Overview. In *Bangladesh in International Politics: The dilemmas of the Weak States*. Dhaka: The University Press Limited.
- Jahan, R. (2000). *Bangladesh promise and Performance*. Dhaka: The University Press Limited.
- Jahan, R. (2005). Chapter-2: Ten Years of Ayub Khan and the Problem of National Integration. In *Bangladesh Politics: Problems and Issues*. Dhaka: The University Press Limited.
- Muhith, A. M. A. (1999). *Bangladesh in the Twenty-First Century: Towards an Industrial Society*. Dhaka: The University Press Limited.
- Osmany, M. R. (2008). *Whither National Security Bangladesh 2007*. Dhaka: The University Press Limited.
- Rasheed, K. B. S. (2008). *Bangladesh: Resources and Environmental Profile*. Dhaka: A H Development Publishing House.
- Rashid, H. U. (2012). *Bangladesh foreign policy: Realities, priorities, and challenges* (2nd ed.). Dhaka: Academic Press and Library.
- Tomm, M. (2011). Cultural Legitimacy and Human Rights in Bangladesh: Strategies for Effective Advocacy. *Muslim World Journal of Human Rights*, 8(1). doi:10.2202/1554-4419.1228

N.B. Additional reading materials/booklists will be given in the classes when necessary.

SECOND SEMESTER

Course Name and Title: PACS 121: Approaches to and Analyses of Peace Theories

Credit Hours: 4

Course Description

The course is committed to exploring different approaches and theories of peace and peace studies. It will discuss a series of topics that have occupied the concern of peace researchers over the past 50 years. It offers key approaches to peace studies and brings them up to today's research frontier. It will also provide an overview of the development of peace theories and pursues how peace has grappled with theoretical ideas from Realism, Liberalism, Marxism, and Feminism.

Course Objectives

- To explain key concepts associated with peace and peace studies
- To explore the different school of thoughts regarding peace studies
- To develop critical thinking so that students can understand various dynamics of society and polity
- To develop skills so that students can connect their theoretical understanding with the real-life scenario

Course Contents

Number of Classes

Unit 1: Alternative Concepts of Peace

3

- R. J. Rummel's alternative concepts of peace
- Philosophical, sociological and political concepts of peace
- Process view of peace
- Peace as a social contract
- Capitalist peace

Unit 2: Approaches to and Theories of Peace

8

- A structural theory of imperialism
- Grassroots approaches to peace
- Realist agenda for peace
- Marxism and peace

Class Test

Unit 3: Perpetual Peace 3

- The Kantian idea of perpetual peace
- Primary articles of Kant's treaty for perpetual peace
- Definitive articles for perpetual peace
- Critical remarks on perpetual peace

Midterm Examination

Unit 4: Liberalism and Peace 4

- The liberal idea about peace
- Why democratic peace?
- Cultural, structural, and alternative models of democratic peace
- Can a wider democratic peace be built?
- Causal pathways to liberalism and peace

Unit 5: Theoretical Approaches to Peace and Development 3

- Johan Galtung's concepts of peace
- Amartya Sen's idea of development
- Peace as freedom

Unit 6: Peacemaking and Peacekeeping 4

- General idea about peacemaking and peacekeeping
- How the UN defines peacemaking and peacekeeping
- Evolution of UN peacekeeping
- Bangladesh in UN peacekeeping

Unit 7: Peacebuilding and Human Security 2

- What is peacebuilding?
- Dimensions peacebuilding
- Peacebuilding and human security

Unit 8: Feminism and Peace 3

- Ideas and evolution of feminism
- Sex and gender
- Feminists perspective on peace and security

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Student Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Smoker, P., Davies, R., & Munske, B. (1990). Gandhian Peacemaking. In *A Reader in peace studies*. Oxford, England: Pergamon Press.
- Barnett, M., Kim, H., O'Donnell, M., & Sitea, L. (2007). Peacebuilding: What Is in a Name? *Global Governance*, 13, 35-58. Retrieved from <https://bit.ly/2LVoe4l>
- Barnett, J. (2008). Peace and Development: Towards a New Synthesis. *Journal of Peace Research*, 45(1), 75-89. Retrieved from <https://bit.ly/2XMOy1j>
- Bingham, J. (2012). How Accurate is Democratic Peace Theory? Retrieved from <https://bit.ly/2Sox9WX>
- Bose, A. (1981). A Gandhian Perspective on Peace. *Journal of Peace Research*, 18(2), 159-164. Retrieved from <https://bit.ly/2NYCDJD>
- Smoker, P., Davies, R., & Munske, B. (1990). Feminist Perspective on Peace. In *A Reader in peace studies*. Oxford, England: Pergamon Press.
- Brown, M. E. (2001). Debating the democratic peace. Cambridge, MA: MIT Press. Retrieved from <https://bit.ly/2LUpWN6>
- Conteh-Morgan, E. (2005). Peacebuilding and human security: a constructive perspective. *International Journal of Peace Studies*, 10(1), 69-86. Retrieved from <https://bit.ly/2xN0qkK>
- Crawford, J. F. (1925). Kant's doctrines concerning perpetual peace. *The Monist*, 35(2), 296-314.
- Elias, R., & Turpin, J. (Eds.). (1994). A Grassroots approach to life in peace. In *Rethinking peace*. Boulder: Lynne Rienner.
- Galtung, J. (1971). A structural theory of Imperialism. *Journal of Peace Research*, 8(2), 81-117. Retrieved from <https://bit.ly/30DcPDY>
- Heywood, A. (2007). Feminism. In *Political Ideologies* (4th ed.). New York: Palgrave Macmillan.

- Jehangir, H. (2012). Realism, Liberalism and the Possibilities of Peace. Retrieved from <https://bit.ly/2XPHQ64>
- Jeong, H. (2000). Understanding War. In *Peace and Conflict Studies: An Introduction*. England: Ashgate Publishing Limited.
- Johansen, J. (2007). Nonviolence: more than the absence of violence. *Handbook of Peace and Conflict Studies*, 143-159. Retrieved from <https://bit.ly/2SneuuH>
- Kant, I. (1795). Perpetual Peace: A Philosophical Sketch. Retrieved from <https://bit.ly/2K7THa7>
- Kára, K. (1968). On the Marxist Theory of War and Peace. *Journal of Peace Research*, 5(1), 1-27. doi:10.1177/002234336800500101
- Mingst, K. A. (1999). War and State. In *Essentials of International Relations*. New York: W.W. Norton & Company.
- Owen, J. M. (1994). How Liberalism Produces Democratic Peace. *International Security*, 19(2), 87-125. Retrieved from <https://bit.ly/2JA9K2>.
- Placek, K. (2012). The Democratic Peace Theory. Retrieved from <https://bit.ly/2M1ESJz>
- Richmond, O. P. (2008). A realist agenda for peace: survival and a victor's peace. In *Peace in International Relations*. New York: Routledge.
- Richmond, O. P. (2008). Marxist agendas for peace: towards peace as social justice and Emancipation. In *Peace in International Relations*. New York: Routledge.
- Rummel, R. J. (1981). Alternative concepts of peace (Ch. 3). In *Understanding Conflict and War* (Vol.5.). London: Sage Publications Ltd.
- Willams, H. (1992). Kant: the idea of perpetual peace (Ch. 8). In *International Relations in Political Theory*, Buckingham: Open University Press.

N. B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 122: Theories and Practices of Conflict Resolution

Credit Hours: 4

Course Description

This course is designed to provide students with a comprehensive understanding of dominant conflict resolution theories and conflict resolution skills at interpersonal, professional, community, and societal levels. Students simulate real-life conflict in the classroom and learn through that process. The course mainly covers the concept and approaches to conflict resolution; peace research and conflict resolution; conflict management, transformation and termination; different ways of conflict resolution: negotiation, mediation, conciliation, arbitration, adjudication, alternative dispute resolution (ADR); various cases of conflict resolution, and United Nations and conflict resolution.

Course Objectives

- To acquaint students with dominant theories of conflict resolution
- To develop insights among students about complex dynamics of conflict and conflict resolution
- To familiarize students with different techniques of conflict resolution
- To orient students about different cases of conflict resolution so that students can understand how the process of conflict resolution works in reality

Course Contents

Number of Classes

Unit 1: Introduction to Conflict Resolution: Concepts, Definitions, and Evolution

5

- Basic issues and concepts of conflict and conflict resolution
- Understanding different stages and forms of conflict
- Differences among conflict resolution, conflict management, and conflict transformation
- Dynamics and analysis of conflict and conflict resolution
- The role of the state in resolving intra-state conflicts
- The past, present, and future of conflict resolution

Unit 2: Theoretical Underpinnings and Approaches to Conflict Resolution **5**

- Geopolitik and conflict resolution
- Idealpolitik and capital Politik and conflict resolution
- Analyzing the cost of coercive resolution of conflict
- Analyzing the benefit of pacific settlement of the conflict
- Non-violence as a normative stance to deal with conflict
- Is conflict resolution possible/feasible?

Class Test

Unit 3: Understanding the Measures of Conflict Resolution **6**

- Conflict resolution between states at the global system
- Armed conflict and peace accords between states
- International institutions and conflict resolution
- Diplomacy as a tool for resolving international conflicts
- Studying negotiation as a primary tool of settling a conflict
- Detailing mediation and conciliation
- Advantages and disadvantages of judicial settlement of the conflict
- Alternative Dispute Resolution (ADR)

Unit 4: Conciliation and Reconciliation in the Post-conflict Societies **5**

- Postwar reconstruction, state-building, and peacebuilding
- Role of information media in postwar scenarios
- Humanitarian intervention and conflict resolution
- Revisiting generations of conflict resolution and peacebuilding
- Academic importance of studying conflict resolution

Midterm Examination

Unit 5: Preventing Violent Conflict **5**

- Causes and prevention of wars
- Emerging conflict and peaceful change
- Early warning
- Light or operational prevention
- The adoption of conflict prevention by international organizations

Unit 6: Radical Disagreement and Transformation of Violent Conflict 5

- A methodological study of agonistic dialogue
- A phenomenological exploration of agonistic dialogue
- Epistemological understanding of agonistic dialogue
- Managing agonistic dialogue

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmar, M., & Siddiqui, F. H. (eds.) (2001). *The changing nature of conflict resolution and security in the 21st century*. Karachi: Program on Peace Studies and Conflict Resolution, University of Karachi.
- Bercovitch, J. (Ed.). (1996). *Resolving international conflicts: The theory and practice of mediation*. Boulder, CO: Rienner.
- Bonta, B. D. (1996). Conflict Resolution among Peaceful Societies: The Culture of Peacefulness. *Journal of Peace Research*, 33(4), 403-420. Retrieved from <https://bit.ly/2XREZJX>.
- Bose, A. (1991). *Peace and conflict resolution in the world community*. New Delhi: Vikas Publishing House.
- Burton, W. J. (1984). *Global conflict: the domestic source of international crisis*. Brighton, Sussex: Wheatsheaf Books.
- Burton, W. J., & Dulkes, F. (1990). *Conflict practices in management, settlement and resolution*. Palgrave: MacMillan.

- Burton, W. J. (1990). *Conflict resolution and prevention*. Hampshire: MacMillan.
- Dixon, W. J. (1994). Democracy and the Peaceful Settlement of International Conflict. *American Political Science Review*, 88(1), 14-32. Retrieved from <https://bit.ly/2JDkc95>
- Holsti, K. J. (1996). *The state, war and the state of war*. Cambridge: Cambridge University Press.
- Jurton, J. W. (1993). *Conflict: human need theory*. Palgrave: MacMillan.
- Maill, H. (1999). *Contemporary conflict resolution*. Cambridge: Polite Press.
- Mitchell, C. & Banks, M. (1996). *Handbook of conflict resolution: the analytical problem-solving approach*. New York: Pinter.
- Mitchell, C. R. (1981). *The structure of international conflict*. London: Macmillan Press.
- Ramsbotham, O. (2010). *Transforming Violent Conflict: Radical Disagreement, Dialogue and Survival*. Abingdon: Routledge.
- Volden, K. & Smith, D. (1997). *Causes of conflict in the third world*. Oslo: North-South Coalition & International Peace Research Institute.
- Wallensteen, P. (2002). *Understanding conflict resolution; war, peace and the global system*. London: Sage Publication Inc.

N. B. *Additional reading materials/booklists will be given in the classes when necessary.*

Course Number and Title: PACS 123: Human Rights in a Changing World

Credit Hours: 4

Course Description

This course provides a rigorous and critical introduction to the foundation, structure, and operation of the international human rights regime and its national application. The course discusses different theoretical debates and policy issues and draws upon various national and international mechanisms which monitor, implement, and enforce human rights. Students will acquire critical skills and develop a deeper understanding of the changing trends of the global human rights regime and the actors and factors associated with this regime. Students will also learn to explain key concepts of human rights and achieve a greater level of awareness in protecting and promoting human rights.

Course Objectives

- To introduce students with the historical development of human rights discourse in the international arena
- To provide critical skills and develop a deeper understanding of the changing trends of the global human rights regime
- To make students familiar with the actors and factors associated with the international regime
- To understand the human rights scenario of Bangladesh in light of national and international legal regimes
- To develop awareness among students in protecting and promoting human rights

Course Contents

Number of Classes

Unit 1: The Emergence of Human Rights

4

- The traditional pattern of the international community
- The ideologies that began to change things on the international stage
- After the First World War
- Self-determination of people and human rights

Unit 2: The Universal Declaration of Human Rights 3

- The great texts of the past
- The world scene in the early 1940s
- The debate at the United Nations (1946-1948)
- The content of the declaration
- The declaration's ideological roots
- Who won and who lost in 1948
- The present value of the declaration

Class Test

Unit 3: Are Human Rights Truly Universal? 3

- The problem
- Divergences in philosophical conceptions and cultural traditions
- Divergences in treatment of the problem of international protection of human rights
- Divergences regarding particular human rights
- Are there points of convergence?

Unit 4: Economic, Social and Cultural (ESC) Rights 4

- National legislation and policies regarding ESC rights
- The gap between international and national legal regime and practices regarding ESC rights

Midterm Examination

Unit 5: Civil and Political Rights 4

- National legislation protecting civil and political rights in Bangladesh
- The gap between national and international legal regimes
- Deviations from international and national standards

Unit 6: Human Rights, Civil Society and Non-governmental Organizations in Bangladesh 4

- Linking human rights, civil society, and non-governmental organizations
- Civil society in Bangladesh
- HRNGOs in Bangladesh

Unit 7: Human Rights and Democracy 4

- Understanding democracy
- The practice of democracy and the protection of human rights

Unit 8: Human Rights and Development 4

- Understanding development
- The right to development
- Development as human rights

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Cassese, A. (1990). *Human Rights in a Changing World*. Cambridge, UK: Polity Press
- Chodhury, A. R., & Bhuiyan, M. J. H. (Eds.) (2010). *An introduction to international human rights law*. Leiden: Martinus Nijhoff Publishers (Brill Publishers).
- Cooper M. (1998). The Birth of the Universal Declaration of Human Rights, *Social Education*, 62(5), 305.
- Donnelly, J. (2007). *International human rights*. Colorado: Westview Press.
- Donnelly, J. (2013). *Universal human rights in theory and practice*. USA: Cornell University Press.

- Faruque, A. A. (2014). *Implementation of the Chittagong Hill Tracts Peace Accord: Challenges and Human Rights Issues*. Dhaka: National Human Rights Commission of Bangladesh
- Freeman, M. (2011) *Human rights: an interdisciplinary approach*. Cambridge: Polity Press.
- Goodhart, M. (2013). *Human rights: Politics and practice*. Oxford: Oxford University Press.
- Hossain S. M. Z., (2012), The International Covenant on Economic, Social and Cultural Rights: A Study on Bangladesh Compliance. *National Human Rights Commission of Bangladesh*. Retrieved from <https://bit.ly/2XUTLiT>
- Nair, P. S. (2011). *Human rights in a changing world*. India: Kalpaz Publication.
- Pollis, A., & Schwab, P. (2000). *Human rights: new perspectives, new realities*. London: Lynne Rienner Publishers. Retrieved from <https://bit.ly/30DobrL>
- Shahabuddin, M. (2013). The International Covenant on Civil and Political Rights: A Study on Bangladesh Compliance. *National Human Rights Commission of Bangladesh*. Retrieved from <https://bit.ly/2xSRj1W>
- Smith, R. K. M. (2010). *Textbook on international human rights*. Oxford: Oxford University Press. Retrieved from <https://bit.ly/2NWWkkT>
- N. B.** *Additional reading materials/booklists will be given in the classes when necessary.*

Course Number and Title: PACS 124: International Politics

Credit Hours: 4

Course Description

The course includes basic concepts of international politics as well as international relations and the international political system along with contemporary global issues. This course also covers international politics and power struggle. It focuses on the main actors in international politics. It deals with states and their settings and international corporations. The international study also discusses conflict and security issues across the globe centering economic, ideological, and racial issues. It is also concerned about the instruments of international politics and conflict.

Course Objectives

- To explain key concepts associated with international politics including interstate relations, major theories of international relations, and the major issues of international politics
- To develop critical thinking among students regarding international politics and relevant issues
- To develop intellectual growth which encourages pluralism and multiplicity
- To increase interdisciplinary understanding which is critical to understanding the trends of international order and actors

Course Contents

Number of Classes

Unit 1: Introduction

4

- Meaning and concept of international politics
- Evolution of the international political system
- Nature and scope of international politics

Unit 2: Major Theories of International Politics

4

- Epistemology of IP theory – positivism and post-positivism
- Realism vs. idealism
- Liberalism, neoliberalism, regime theory, structuralism, constructivism

Class Test

Unit 3: Paradigm Shift of International Politics **4**

- World War I and World War II – causes and consequences of international politics
- World War II and the beginning of a new paradigm of transnational and contemporary global order

Unit 4: Power Struggle **3**

- International politics and power struggle
- The power struggle between east and west, north and south, middle east and the struggle over oil

Midterm Examination

Unit 5: Actors in International Politics **4**

- State and non-state actors: national government, non-government and international governmental actors
- States and their settings: great powers and lesser states
- State and international corporation

Unit 6: State and conflict **3**

- Different types of conflict in the state arena: economic, ideological, racial, and security conflict

Unit 7: Instrument of Conflict **4**

- International politics and instrument of conflict
- Secret intelligence
- Forced economic sanctions and propaganda

Unit 8: Geopolitics and International Politics **4**

- Geopolitics and international system: definition, importance, and relevance of geopolitics
- Geopolitics and Bangladesh: strength and weakness of geopolitics of Bangladesh

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Anderson, S. R., Peterson, M. A., & Toops, S. W. (2018). *International studies: An interdisciplinary approach to global issues*. Boulder, CO: Westview Press.
- Berridge, G. (1992). *International politics states, power and conflict since 1945*. New York: Harvester Wheatsheaf.
- Coplin, W. D. (1980). *Introduction to international politics*. Englewood Cliffs: Prentice-Hall.
- Holsti, K. J. (1977) *International politics: a framework for analysis*. Landon: Prentice Hall.
- Huq, M. S. (1987). *International politics: a third world perspective*. Dhaka: Academic Publishers.
- Jangam, R. T. (1970). *An outline of international politics*. New Delhi: Allied Publishers.
- Rengger, N. J. (2000). *International relation, political theory and the problem of order*. London: Routledge.
- N.B.** *Additional reading materials/booklists will be given in the classes when necessary.*

THIRD SEMESTER

Course Number and Title: PACS 211: Security Studies

Credit Hours: 4

Course Description

Security studies is an interdisciplinary course in terms of theory and practice. It prepares students to explore diverse security issues from gender, environmental, cultural, and transnational perspectives. It also aims to disseminate knowledge about fundamental issues of security studies through debate and discussion. The course mainly covers the concept of security, the imperative of security studies as a field of inquiry, traditional and non-traditional security, human security, the security of small states, collective security, security dilemma, security and development, and national security of Bangladesh.

Course Objectives

- To acquaint students with different theories of Security Studies to improve their understanding of underlying security values and holistic nature of security threats
- To develop the analytical skills of students in explaining neo-security threats of home and abroad in addition to the progress of their knowledge about concept and issues of security, and crucial factors that lead to the state of insecurity
- To build up their argumentative skills through group discussion, debates, and individual as well as group presentation on different issues related to national and international security matters

Course Contents

Number of Classes

Unit 1: Introduction to Security Studies and Analysis of

Security: Concepts, Definitions and Evolution

5

- Fundamental questions: What is security? Whose security? What is a security issue? How can security be achieved?
- Concept and typology of security (e.g., traditional and non-traditional security)
- A short overview of security studies
- Evolutionary stages of security studies in the academic milieu
- Significance of studying security studies as an academic discipline

Unit 2: Theoretical Underpinnings of Security 5

- Realism: classical realism; neorealism and Waltz's theory of international politics; defensive and offensive structural realism; neoclassical realism
- Traditional and Kantian liberalism
- Game theory and constructivism
- Security-insecurity dilemma: dilemmas of deterrence and assurance, critical theory, Welsh school of critical security studies

Class Test

Unit 3: The United Nations and International Security 4

- The United Nations Security Council
- The US hegemony and world politics
- Changes in the nature of war and UN responses
- The rise of Russia and the future of nuclear security

Unit 4: Globalization and Non-traditional Security of South Asia 4

- Globalization, state and political process in South Asia
- India-Pakistan rivalry relation and military threats to regional security
- Economic disparity and non-military threats to the security of South Asian nations
- National security threats to Bangladesh (both internal and external)

Midterm Examination

Unit 5: International Security: Terrorism, Counter-terrorism, and Counter-Insurgency 6

- Basic elements of counterterrorism and strategic defense
- The shifting dynamics of insurgency and counterinsurgency
- The spiral of violence and understanding insurgency and counterinsurgency
- The role of military force in counterinsurgency
- The dynamics of the arms trade in the post-Cold War and post-9/11
- Modeling insurgency, counterinsurgency, and coalition strategies and operations

- Context and scope
- Future directions in the sub-discipline/subfield
- Security issues in the 21st century
- The future of critical security studies: ethics and the politics of security
- The case of NATO after the Cold War
- The puzzle of NATO's post-Cold War persistence
- Case Studies: Kashmir, Palestine, Rwanda, Bosnia

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Arney, D. C., & Arney, K. (2012). Modeling insurgency, counter-insurgency, and coalition strategies and operations. *The Journal of Defense Modeling and Simulation: Applications, Methodology, Technology*, 10(1), 57-73. doi:10.1177/1548512912438066
- Browning, C. S., & McDonald, M. (2013). The future of critical security studies: Ethics and the politics of security. *European Journal of International Relations*, 19(2), 235-255. Retrieved from <https://bit.ly/2XNUjvY>
- Buzan, B. (1987). *An introduction to Strategic Studies: Military Technology and International Relations*. London: Palgrave MacMillan. Retrieved from <https://bit.ly/2xSI1ms>

- Buzan, B. (2008). *Peoples, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*. United Kingdom: ECPR Press.
- Hafiz, A. M., & Khan, A. R. (1987). *Security of Small States*. Dhaka: University Press Limited.
- Kabir, M. H. (2005). *Small States and Regional Stability in South Asia*. Dhaka: University Press Limited.
- Karp, R. C. (1992). *Security without Nuclear Weapon? Different Perspectives on Non-nuclear Security*. Oxford: Oxford University Press.
- Khan, A. R. (2001). *Globalization and Non-Traditional Security in South Asia*. Dhaka: Academic Press and Publishers Ltd.
- Knight, M., Loayza, N., & Villanueva, D. (1996). The Peace Dividend: Military Spending Cuts and Economic Growth. *Staff Papers - International Monetary Fund*, 43(1), 1. doi:10.2307/3867351
- Maniruzzaman, T. (1982). *The security of small states in the Third World*. Canberra, Australia: Strategic and Defence Studies Centre, Research School of Pacific Studies, Australian National University. Retrieved from <https://bit.ly/2JFhkag>
- Mathews, J. T. (1989). Redefining Security. *Foreign Affairs*, 68(2), 162-177. doi:10.2307/20043906
- McNamara, R. S. (1968). *The Essence of Security: Reflections in Office*. New York: Harper & Row Publishers.
- Nef, J., & Vanderkop, J. (1988). The Spiral of Violence: Insurgency and Counter-Insurgency in Peru. *Canadian Journal of Latin American and Caribbean Studies*, 13(26), 53-72. doi:10.1080/08263663.1988.10816608
- Saideman, S. M., & Zahar, M. (Eds.). (2009). *Intra-state conflict, governments and security: Dilemmas of deterrence and assurance*. London: Routledge.
- Williams, P. D. (2008). *Security Studies: An Introduction*. London: Routledge. Retrieved from <https://bit.ly/2O2gRVc>
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 212: State and Violence

Credit Hours: 4

Course Description

There are inherent tensions between a state and human rights, and a dichotomy often arises between a state in theory and that in practice. This course addresses a range of issues in this line of thinking and exposes students to multiple paradigms for understanding coercive actions of the state through readings and debates and also by combining theory with application.

Course Objectives

- To provide students with conceptual tools for exploring the causes and conditions of state repression, violence and crime
- To encourage critical contemplation on influential theories about repression and political violence as well as intellectual engagement with the challenges states are facing in the present time
- To encourage students to envision their own creative approaches towards making the state more relevant to life and wellbeing of its citizens

Course Contents

Number of Classes

Unit 1: Concept and Theories of State

6

- Elements of state
- Types of state
- Functions of state
- Theories of state

Unit 2: Understanding Violence

6

- Concept of state violence
- Types of state violence
- Theories of state crime
- State-sponsored terrorism
- Minority repression

Class Test

Unit 3: Regime Types and State Violence 2

- Military/dictator/strong man regime and political oppression
- Liberal state and the rule of law

Unit 4: Security Forces and Extra-judicial Killing 6

- Police violence
- Military repression
- Indemnity of security forces

Midterm Examination

Unit 5: Mass-killing and Genocide 5

- Concepts and definitions of mass-killing and genocide
- The UN Genocide Convention
- Genocide as a war strategy
- 1971 Genocide in Bangladesh

Unit 6: Political Violence and Human Right 5

- Political violence: concepts and types
- Political protest and state oppression
- Human rights violation: freedom of speech, freedom from arbitrary arrests, freedom from torture
- Case studies: South Asia, Middle East

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Student Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Barak, G. (Ed.). (1991). *Crimes by the capitalist State: An introduction to State criminality*. Albany: State University of New York Press.
- Bushnell, P. T., Shlapentokh, V., Vanderpool, C. K., & Sundaram, J. (Eds.). (1991). *State organized terror: The case of violent internal repression*. Boulder, CO: Westview Press.
- Byman, D. (n.d.). Why do states support terrorism? *Deadly Connections*, 21-52. doi:10.1017/cbo9780511790843.005
- Byman, D. (2005). *The Deadly Connections: States that Sponsor Terrorism*. Cambridge: Cambridge University Press.
- Campbell, J. C., Stohl, M., & Lopez, G. A. (Eds.). (1987). Government Violence and Repression: An Agenda for Research. *Foreign Affairs*, 65(4), 891. doi:10.2307/20043102
- Commission on Human Security. (2003). Chapter 1: Human Security Now. In *Human Security Now* (pp. 1-19). Washington D.C.: Commission on Human Security. Retrieved from <https://bit.ly/2L8boG0>
- Ganesan, N. (Ed.). (2013). *State violence in East Asia*. Lexington, KY: Univ. Press of Kentucky.
- Kabir, H. (Ed.). (2005). *Small states and regional stability in South Asia*. Dhaka: The University Press.
- Lawrence, B., B. & Karim, A. (eds.). (2007). *On violence: A reader*. Duke University Press.
- Mathews, J. T. (1989). Redefining Security. *Foreign Affairs*, 68(2), 162. doi:10.2307/20043906
- McLoughlin, B. & McDermott, K. (eds.). (2004). *Stalin's Terror: High Politics and Mass Repression in the Soviet Union*. New York: Palgrave.
- Rothe, D., & Mullins, C. W. (eds.) (2011). *State Crime: Current Perspectives*. New Brunswick, NJ: Rutgers University Press.
- Reiter, H., & Porta, D. D. (eds.). (1998). *Policing protest: The control of mass demonstrations in Western democracies*. Minneapolis, MN: University of Minnesota Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 213: Gender, Conflict and Peacebuilding

Credit Hours: 4

Course Description

This course is designed to help students develop a gender-sensitive approach, especially to issues related to their study. This course will acquaint students with the basic concept of gender and how it contributes to conflict, violence and peace. This course will also focus on women and men's positions in violence, conflict, war and peace processes; the impact of violence, conflict, war, and peace processes on women and men; and the role of particular 'institutions' and 'power' which influences these processes.

Course Objectives

- To understand the concept of gender in social science and see how it is relevant to peace and conflict studies so that they will be able to revisit the basic ideas of peace and conflict by using gender as a lens
- To study the use of power as an analytical tool in the study of a spectrum of gender-based violence during peacetime, various manifestations of conflict as well as the post-conflict period
- To explore the unique experiences and specific needs of women during war, conflict and peace process and the various ways women are related to war, conflict and peace situations, as well as the concerns of men which remain largely unaddressed

Course Contents

Number of Classes

Unit 1: Introduction to Gender

3

- Concept of gender: an essential element of human nature, social construct or performance
- Nature/nurture debate
- Introduction to related ideas, e.g., gender role, gender identity
- Gender inequality: looking at gender inequality from a social relation's angle. Finding structures and patterns instead of concentrating on narrow statistics and static snapshots
- Exploring the concepts of power, privilege, and entitlement

Unit 2: History of Gender Theories 4

- Contribution of classical thinkers into the academic thoughts of gender, development of specific theories to conceptualize gender in different ways
- Interconnection of feminist theories and peace theories

Class Test

Unit 3: Women, Gender, and Violence 5

- Gendered perception of violence
- Exploring the systems that perpetuate a wide spectrum of gender-based violence during peace, conflict and post-conflict reconstruction
- Explaining gender violence and harassment in connection with the concept of power and hegemony
- Critiquing the mainstream approaches to resisting gender violence

Unit 4: Men, Women, Gender Relations, and War 2

- How war and gender shaped each other over history?
- How is the concept of gender employed to sustain a war?
- The different ways men and women participate in and respond to war

Midterm Examination

Unit 5: Feminist Debate over Women's Relation to Peace and Participation in War 3

- Gender justice in peace and conflict: Is the militarization of women solution to war culture? Are women naturally peaceful, and should they always work for peace?
- Factoring in conscientious objectors and draft resisters: the possibility of reconstructing masculinity and reconceive men and peace

Unit 6: Gender Justice in Peace Processes 5

- How peace is managed by women
- Including women in peace processes: current scenario
- UNSCR 1325 and other initiatives on gender mainstreaming in the peace process

Unit 7: Women in the Post-conflict Period

6

- Experiences of women and their specific needs during the post-conflict period
- Adding a gender perspective to the literature on peacebuilding
- Strategies of effectively incorporating gender concerns into peacebuilding activities

Unit 8: Women and Development

4

- History of development initiatives. Women in development and gender and development
- Linking development and gender in the context of peacebuilding

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Afshar, H., & Eade, D. (2004). *Development, women, and war: Feminist perspectives*. Oxford: Oxfam.
- Anglin, M. K. (1998). Feminist perspectives on structural violence. *Identities*, 5(2), 145-151. Retrieved from <https://bit.ly/2XNSC1t>
- Barakat, S., & Wardell, G. (2002). Exploited by whom? An alternative perspective on humanitarian assistance to Afghan women. *Third World Quarterly*, 23(5), 909-930. doi:10.1080/0143659022000028585
- Bell, C., & Orourke, C. (2010). Peace Agreements or Pieces of Paper: UN Security Council Resolution 1325 and Peace Negotiations Agreements. *SSRN Electronic Journal*. Retrieved <https://bit.ly/2YXgzjh>

- Chinkin, C., & Charlesworth, H. (2006). Building Women into Peace: The international legal framework. *Third World Quarterly*, 27(5), 957-957. Retrieved from <https://bit.ly/2LYXKbN>
- Connell, R. (2009). *Gender and power: Society, the person and sexual politics*. Cambridge: Polity.
- Confortini, C. C. (2006). Galtung, Violence, and Gender: The Case for a Peace Studies/Feminism Alliance. *Peace Change*, 31(3), 333-367. Retrieved from <https://bit.ly/32vRT3N>
- Cohn, C. (2003). Mainstreaming Gender in UN Security Policy: A Path to Political Transformation? *Boston Consortium on Gender, Security and Human Rights*. Retrieved from <https://bit.ly/2LYe100>
- Cohn, C., Puechguirbal, N., Gahunga, N., & Roberts, R. A. (n.d.). Working in the Field: Practitioners Discuss UN Security Council Resolution 1325 on Women, Peace, and Security. *Boston Consortium on Gender Security and Human Rights Meeting Report*. Retrieved from <https://bit.ly/2LpKwFG>
- Ducat, S. (2004). *The wimp factor: gender gaps, holy wars, and the politics of anxious masculinity*. Massachusetts: Beacon Press books.
- El-Bushra, J. (2003). Fused in combat: Gender relations and armed conflict. *Development in Practice*, 13(2-3), 252-265. doi:10.1080/09614520302941
- El-Bushra, J. (2007). Feminism, Gender, and Womens Peace Activism. *Gender Myths and Feminist Fables*, 127-143. doi:10.1002/9781444306675.ch7
- Greenberg, M. E., & Zuckerman, E. (2009). The Gender Dimensions of Post-Conflict Reconstruction: The Challenges in Development Aid. *Making Peace Work*, 101-135. Retrieved from <https://bit.ly/1eQXdgD>
- Giles, W. M., & Hyndman, J. (2004). *Sites of violence gender and conflict zones*. Berkeley, CA: University of California Press.
- Goldstein, J. S. (2001). *War and gender: How gender shapes the war system and vice versa*. New York: Cambridge University Press. Retrieved from <https://bit.ly/2Y9wf5V>
- Jeong, H. (2000). *Feminist Understandings of Violence in Peace and Conflict Studies, an Introduction*.
- Lorentzen, L. A., & Turpin, J. (Eds.). (1998). *The women and war reader*. New York, NY: New York University Press.

- Mazurana, D., Lopez, E. P., Johnston, N., & Cobley, B. (2002). Gender mainstreaming in peace support operations: Moving beyond rhetoric to practice. S.I.: International Alert.
- Nduwimana, F. (2000). United Nations Security Council Resolution 1325 (2000) on Women and Peace and Security. *International Law & World Order*, 1-3. doi:10.1163/ilwo-iib14
- Pankhurst, D. (2003). The sex war and other wars: Towards a feminist approach to peace building. *Development in Practice*, 13(2), 154-177. doi:10.1080/713660724
- Rehn, E. and Eirleaf, E.J. (Eds.) (n.d.). *Women, war, and peace: the independent experts' assessment on the impact of armed conflict on women and women's roles in peace-building*. New York: UNIFEM
- Rudman, L. A., Glick, P., & Fiske, S. T. (2008). *The social psychology of gender: How power and intimacy shape gender relations*. New York: The Guilford Press.
- Ray, R., & Enloe, C. (2002). Maneuvers: The International Politics of Militarizing Womens Lives. *Contemporary Sociology*, 31(2), 187. doi:10.2307/3089511
- Shepherd, L. J. (2010). *Gender matters in global politics: A feminist introduction to international relations*. New York: Routledge. Retrieved from <https://bit.ly/32r8PZf>
- Sen, A. (2001). When misogyny becomes a health problem. The many faces of gender inequality. *New republic (New York, N.Y.)*. 225. 35-40.
- Smith, H. A. (2001). War and Gender. How Gender Shapes the War System and Vice Versa. Goldstein, Joshua S. Cambridge, Cambridge University Press, 2001, 523 p. *Études Internationales*, 34(1), 138. Retrieved from <https://bit.ly/2Y9wf5V>
- Segal, L. (2008). Gender, war and militarism: Making and questioning the links. *Feminist Review*, 88(1), 21-35. doi:10.1057/palgrave.fr.9400383
- Sharlach, L. (2000). Rape as Genocide: Bangladesh, the Former Yugoslavia, and Rwanda. *New Political Science*, 22(1), 89-102. doi:10.1080/713687893
- Strickland, R., & Duvvury, N. (2003). Gender equity and peacebuilding from rhetoric to reality: Finding the way. Washington, D.C.: International Center for Research on Women. Retrieved from <https://bit.ly/2LRsv2y>

N.B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 214: International Law and Dispute Settlement

Credit Hours: 4

Course Description

This course provides students with an overview of international law and its importance in the Peace and Conflict Studies. It prepares students to apply international laws in a wide range of case studies from the perspective of conflict resolution. The course mainly covers the concept, typology, historical development, and current status of international law; theories of international law; recognition of states and government under international law; various regimes of international law (e.g., law of the sea, environmental law, law concerning territory of the state, etc.); international law and dispute settlement; interstate and transnational dispute resolution and the politics of international law.

Course Objectives

- To introduce students with the concept, historical development, theories, sources, and subjects of international laws
- To introduce students with concept and types of international disputes along with different methods of regional and transnational dispute resolution
- To make them understand about fragmentation, politics, and compliance of the international legal system
- To develop critical thinking among students about the application of international laws related to promoting global peace and security taking several case studies from diverse contexts

Course Contents

Number of Classes

Unit 1: Concept and Analysis of International Law

5

- Understanding of law and its characteristics
- Divergence and convergence between law and morality
- Understanding of international law
- Types of international law
- Fundamental issues of international law (relation between law and politics, use of force in international politics, the relationship between international law and municipal law)
- Nature and scope of international law
- Sources of international law
- Subjects of international law

Unit 2: Historical Development of International Law	3
▪ International law in the ancient period	
▪ International law during middle ages	
▪ International law in the era of Renaissance	
▪ International law in the 19th century and 20th Century	
▪ International law in the 21st century	

Class Test

Unit 3: Theories of International Law	2
▪ School of natural law	
▪ Legal positivism	
▪ Law as interpretation	
▪ Critical Legal Theory	

Midterm Examination

Unit 4: An Overview of Major International Laws and their Significance	6
▪ UN Convention on the Law of the sea	
▪ Law of treaties	
▪ International environmental law	
▪ Air law and space law	
▪ International law on peaceful interstate relations	
▪ Conventions on rights and duties of states	

Unit 5: International Legal System	5
▪ Hard law and soft law in international governance	
▪ Theories of international justice	
▪ International Court of Justice (ICJ)	
▪ International Criminal Court (ICC)	
▪ The politics of international criminal justice	
▪ Politics of litigation and compliance: from interstate to judicial politics	
▪ Debating the law of sanctions	

References

- Anghie, A. (2006). "The Evolution of International Law: Colonial and Post-Colonial Realities," *Third World Quarterly*, 27(5): 739-753. Retrieved from <https://bit.ly/2XO16pm>
- Agarwal, H.O. (2010). *International Law and Human Rights*. Allahabad: Central Law Publications.
- Bilder, R.B. (1986). An Overview of International Dispute Settlement. *Emory Journal of International Dispute Resolution*, 1(1): 1-33.
- Koskenniemi, M. (2009). The Politics of International Law-20 Years Later. *The European Journal of International Law*, 20(1): 369-408. Retrieved from <https://bit.ly/2Ge5cwk>
- Keohane, R.O., Moravcsik, A. and Slaughter, A.M. (2000). Legalized Dispute Resolution: Interstate and Transnational. *International Organizations*, 54(3): 457-488. Retrieved from <https://bit.ly/2JICCE6>
- Kirsch, N. (2005). International Law in Times of Hegemony: Unequal Power and the Shaping of International Legal Order. *The European Journal of International Law*, 16(3): 369-408. Retrieved from <https://bit.ly/2LRvsjE>
- Peterson, N. (2010). How Rational is International Law? *The European Journal of International Law*, 20(4): 1247-1262. Retrieved from <https://bit.ly/2Y8fic2>
- Shaw, M. N. (1998). *International Law*. Cambridge: Cambridge University Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

FOURTH SEMESTER

Course Number and Title: PACS 221: Migration, Refugee and Conflict

Credit Hours: 4

Course Description

The refugee crisis, which has direct and indirect links with conflict, has been a matter of concern in international affairs as the global population of forcibly displaced people has grown substantially in recent decades. The course aims to provide a basic understanding of the backgrounds, current situations, and needs of refugees and migrants from a wide range of contexts. It mainly covers the concept and definitions of refugee; basic elements of constituting a refugee; responsible factors that produce the influx of refugees; determination of refugee status; durable solutions for refugees, refugee law; concept of migration; migration policy; causal relationship among conflict, migration and refugee; the role of the UNHCR; short and long-term responses of different organizations by addressing refugee crises and some case studies. Besides these, this course also covers wider issues and aspects of migration, both from theoretical and practical perspectives.

Course Objectives

- To provide a basic understanding of refugee and migration process
- To analyze issues of refugee status determination, refugee recognition, rights of the refugees, and solution to the refugee problem
- To identify different national, regional, and international instruments in supporting refugees and protecting their rights
- To identify the causal relationship among conflict, refugee, and migration
- To help students develop a broad understanding of academic research related to refugee, migration, and conflict
- To prepare students to critically think about changing situations of refugees, refugee problems affecting peace and harmony in the states and related issues

Course Contents**Number of Classes****Unit 1: Introduction: Basic Understanding of Refugee****5**

- Concept and definition of a refugee
- Historical background of refugee
- Basic elements of constituting a refugee
- Key issues related to refugees (e.g., migrants, internally displaced people, asylum seekers, stateless people, etc.)
- Causes of refugee flow (e.g., political, economic and environmental factors, ethnic tensions, violations of human rights, etc.)
- Global refugee trend

Unit 2: Refugee Law and Refugee Status Determination**4**

- Concept and sources of refugee law
- International refugee law (1951 refugee convention and 1967 protocol)
- State responsibilities and responsibilities of refugees
- Refugee status determination and refugee law
- Loss and denial of refugee status
- Principle of non-refoulement (Article 33 of the 1951 refugee convention and dual aspects of state practice)
- Comparative analysis of regional instruments

Class Test**Unit 3: Concept and Analysis of Migration Process****4**

- Concept and types of migration
- Root causes of migration
- Consequences of migration
- Migration and development
- International migration law
- National migration policy focused on labor migration in Bangladesh

Unit 4: Divergence and Convergence of Refugee and Forced Migration Issues

5

- The debate between refugee and forced migration studies
- International politics and forced migration
- Environmental refugee, politics, and conflict
- Securitization of forced migration
- Comparative analysis between different regions

Midterm Examination

Unit 5: Refugee, Migration and Conflict

5

- Connections among conflict, migration, and refugee
- Case Study:
 - The African refugee crisis and the impact of refugees on conflicts in Africa
 - War-driven forced displacement and the Syrian refugee crisis
 - Rohingya refugee crisis
 - Migration to Assam and political tension in the host area

Unit 6: Response to Refugee and Migration Issues

7

- Understanding response mechanism (local integration, voluntary repatriation, resettlement, burden sharing, big data, and digital humanitarianism)
- Organizational responses to refugee and migrants (UN, UNHCR, IOM, regional organizations, and global civil society organizations)

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmed, I. (Ed.) (2010). *The Plight of the Stateless Rohingyas*. Dhaka: The University Press Limited.
- Atim, G. (2013). The Impact of Refugees on Conflicts in Africa. *IOSR Journal Of Humanities And Social Science*, 14(2), 04-09. Retrieved from <https://bit.ly/32vnDpD>
- Arbour, L., Schama, S., Steyn, M., and Farage, N. (2017). *The Global Refugee Crisis: How Should We Respond?* Toronto, Canada: House of Anansi Press.
- Behera, N. C. (ed.) (2006). *Gender, Conflict and Migration*. New Delhi: Sage Publications.
- Betts, A., & Collier, P. (2017). *Refuge: Rethinking Refugee Policy in a Changing World*. UK: Oxford University Press.
- Bookman, M. Z. (2006). *Tourists, Migrants, and Refugees: Population Movements in Third World Development*. Boulder, Colo: Lynne Rienner Publishers.
- Bookman, M. Z., (2008). *Tourists, Migrants, and Refugees Population Movements in Third World Development*. New Delhi: Viva Books Pvt. Ltd.
- Chimni, B. S. (ed.) (2000). *International Refugee Law*. New Delhi: Sage Publications.
- Gammeltoft-Hansen, T. (2014). International Refugee Law and Refugee Policy: The Case of Deterrence Policies. *SSRN Electronic Journal*. doi:10.2139/ssrn.2487087
- Goodwin-Gill, G. S. (1978). *International Law and the Movement of Persons between States*. Oxford: Clarendon Press.
- Goodwin-Gill, G. S. (1983). *The Refugee in International Law*. Oxford: Clarendon Press.
- Hathaway, James C. (2005). *The Rights of Refugees under International Law*. Cambridge University Press.
- Opeskin, B. R., Perruchoud, R., & Redpath-Cross, J. (Eds.) (2012). *Refugees & Asylum*. In *Foundations of international migration law*. Cambridge: Cambridge Univ. Press.
- Khan, A. B. M. I. H. and Ahmed, I. (Eds.) (2016). *International Law on Refugees, Migrants and Stateless Persons* (4th Ed.). Dhaka: University Publications.
- Koser, K. (2007). *International Migration*. Oxford: Oxford University Press.
- Long, K (2014). *Rethinking 'Durable' solutions*. UK: Oxford University Press.
- Mantoo, S. A. (2013). Bihari Refugees Stranded in Bangladesh Since 1971. *Journal of South Asian Studies*, 1(2), 123-129. Retrieved from <https://bit.ly/2xPBUzh>

- Malik, T. (1998). *International Refugee Law: A Lexicon of Principles and Issues*. Legal Education and Training, Dhaka: Bangladesh Bar Council.
- Martin, S. F. (2016). The Global Refugee Crisis, *Georgetown Journal of International Affairs*, 17(1), 5-11, Georgetown University Press.
- Messina, A. M., & Lahav. G. (Eds.) (2006), *The Migration Reader: Exploring Politics and Policies*. Boulder, Colo.: Lynne Rienner Publishers.
- Myer, N. (2002). Environmental Refugees: A Growing Phenomenon of the 21st Century. *Reviews and a Special Collection of Papers on Human Migration*, 357(1420), 609-613.
- Naser, M. M., & Afroz, T. (2007). Protection of Refugees in Bangladesh: Towards A Comprehensive Legal Regime. *Dhaka University Law Journal Studies Part-F, XVIII(1)*, 109-130. Retrieved from <https://bit.ly/2OgljzZ>
- Gatrell, P. (2013). *The Making of the Modern Refugee*. Oxford, UK: Oxford University Press.
- Rashid, H. (2003). *Refugee Law*. Dhaka: Anupam Gyan Bhandar.
- Samaddar, R. (Ed.) (2003). *Refugees and the State: Practices of Asylum and Care in India, 1947–2000*. New Delhi: Sage Publications.
- Siddiqui, T. (Ed.) (2005), *Migration and Development Pro-Poor Policy Choices*. Dhaka: The University Press Limited (UPL).
- UNHCR. (2005). *Refugee Status Determination: Identifying who is a refugee, Self-study module 2*. Geneva, Switzerland: UNHCR.
- UNHCR. (2007). *Bangladesh: Analysis of Gaps in the Protection of Rohingya Refugees*. Geneva, Switzerland: UNHCR.
- UNHCR. (2010). *Convention and Protocol Relating to the Status of Refugees*. Geneva, Switzerland: UNHCR.
- UNHCR (2011). *UNHCR Resettlement Handbook*. Geneva, Switzerland: UNHCR
- UNHCR. (2014). *Protecting Refugees and the Role of UNHCR*. Geneva, Switzerland: UNHCR
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 222: Social Movements and Peace

Credit Hours: 4

Course Description

Social movements have become an important political phenomenon in modern life, and the students of Peace and Conflict Studies have much to gain from studying about them. A basic understanding of the theories of collective action and decision-making will help students understand the conflict in many forms. This course will moreover teach students how to connect various movements of social justice to the broader notion of peace.

Course Objectives

- To make students familiar with the various schools of thought that study social movements
- To give students an overview of various aspects of social movements, including their dynamics, dimensions, actors, resources, strategies, and the conditions that allow or restrict their impact
- To help students make sense of some specific forms of conflict in social and political life

Course Contents

Number of Classes

Unit 1: Introduction

2

- Conceptualizing social movement
- Overview of the literature

Unit 2: Historical Development of Social Movements

2

- The traditional repertoire of collective action
- Birth of a modern social movement
- Place of social movement in history and its future

Unit 3: Elements of Social Movements

4

- Repertoire
- Resources, organization, and networks
- Framing
- Tactics and the role of violence

Class Test

Unit 4: Dynamics of Social Movements 6

- How elements of social movements come together to form mobilization
- Expansive, transformative, and constrictive forces within the social movement and how they interact
- How social movement actors interact with other stakeholders
- Media and the audience
- How social movements end and what explains the variation
- Impact/outcome of movements on the state, political system, culture, citizens, and individuals

Unit 5: Debates within Resource Mobilization School 3

- Rational choice and problems of collective action (and their limits)
- The importance of resources, leadership, and other internal factors
- Impact of the organization on social movement success

Midterm Examination

Unit 6: Theorizing Cultural Elements 3

- Overview of psychological explanations and contribution of cultural theories
- Theorizing framing and tactics
- Role of emotions, identity creation, and solidarity building

Unit 7: Political Process School (Theorizing Context and External Elements) 2

- Tilly's polity model and its extensions
- Political context, threats, and opportunities. The debate over the restrictive/facilitative role of repression

Unit 8: Towards a Synthesis of Social Movement Theories: Applying the Theories to Specific Movements 2

- Synthesis of social movement theories
- Applying the theories to specific movements

Unit 9: Peace Movements 6

- Peace traditions
- Anti-war and anti-nuclear movements
- Social justice movements
- Environmental movements

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Amenta, E., & Caren, N. (2007). Social Movements, Political Consequences of. *The Blackwell Encyclopedia of Sociology*. doi:10.1002/9781405165518.wbeoss165
- Amenta, E., Caren, N., Chiarello, E., & Su, Y. (2010). The Political Consequences of Social Movements. Retrieved from <https://bit.ly/2SiiKLO>
- Beissinger, M. R., Jamal, A. A., & Mazur, K. (2015). Explaining Divergent Revolutionary Coalitions: Regime Strategies and the Structuring of Participation in the Tunisian and Egyptian Revolutions. *Comparative Politics*, 48(1), 1-24. doi:10.5129/001041515816075132
- Benford, R. D., & Snow, D. A. (2000). Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology*, 26(1), 611-639. Retrieved from <https://bit.ly/2XPCaOb>
- Cortright, D. (2008). *Peace: a history of movements and ideas*. Cambridge: Cambridge University Press.
- Gamson, W. A. (1990). *The strategy of social protest* (2nd ed.). Belmont, U.K.: Wadsworth.
- Goodwin, J., & Jasper, J. M. (2015). *The social movements reader: Cases and concepts*. Chichester, West Sussex, UK: John Wiley & Sons. Retrieved from <https://bit.ly/2Ls6ubc>
- Gurr, T. R. (2016). *Why men rebel*. London: Routledge, Taylor & Francis Group.
- Klandermans, B., & Stekelenburg, J. V. (2010). *The social psychology of protest*. Oxford: Blackwell. Retrieved from <https://bit.ly/2GBI0uN>

- Maney, G. M., Woehrlle, L. M., & Coy, P. G. (2005). Harnessing and Challenging Hegemony: The U.S. Peace Movement after 9/11. *Sociological Perspectives*, 48(3), 357-381. doi:10.1525/sop.2005.48.3.357
- McAdam, D. (1999). *Political process and the development of black insurgency: 1930-1970*. Chicago: University of Chicago Press.
- McAdam, D., & Su, Y. (2002). The War at Home: Antiwar Protests and Congressional Voting, 1965 to 1973. *American Sociological Review*, 67(5), 696. doi:10.2307/3088914
- Mccarthy, J. D., & Zald, M. N. (1977). Resource Mobilization and Social Movements: A Partial Theory. *American Journal of Sociology*, 82(6), 1212-1241. Retrieved from <https://bit.ly/30IL8tL>
- Meyer, D. S. (2003). How Social Movements Matter. *Contexts*, 2(4), 30-35. doi:10.1525/ctx.2003.2.4.30
- Meyer, D. S. (1993). Protest Cycles and Political Process: American Peace Movements in the Nuclear Age. *Political Research Quarterly*, 46(3), 451. doi:10.2307/448943
- Oberschall, A. (1973). *Social Conflict and Social movement*. New Jersey: Prentice-Hall.
- Olson, M. (1965). *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press. Retrieved from <https://bit.ly/2YZmpRs>
- Piven, F. F. & Richard, A. C. (1978). *Poor People's Movements: Why They Succeed, How They Fail*. New York: NY Vintage Books
- Snow, D. A., Benford, R. D., McCammon, H. J., Hewitt, L., & Fitzgerald, S. (2014). The Emergence, Development, and Future of the Framing Perspective: 25+Years Since "Frame Alignment." *Mobilization: An International Quarterly* 19(1), 23-46. Retrieved from <https://bit.ly/2XIRaNM>
- Snow, D. A., Soule, S. A., Kriesi, H., & McCammon, H. J. (Eds.). (2019). *The Wiley Blackwell companion to social movements*. Oxford: Wiley Blackwell. Retrieved from <https://bit.ly/2jeMnLs>
- Tarrow, S. G. (1998). *Power in movement: Social movements and contentious politics*. Cambridge, Angleterre: Cambridge University Press. Retrieved from <https://bit.ly/2GB10uN>
- Tilly, C., & Tarrow, S. (2015). *Contentious Politics* (2nd ed.). Oxford University Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 223: Armament and Disarmament

Credit Hours: 4

Course Description

The course analyses armament and proliferation dynamics and integrates those issues with the theories of International Relations and Peace and Conflict Studies. It investigates why particular weapon categories have gained renewed prominence after the end of the Cold War and how the new threat perceptions affect the security behavior of the states. It discusses the rapidly changing security parameters in the light of the events of 2001 and their implications for the future arms control and disarmament regime.

Course Objectives

- To explore the core concepts and issues related to armament, arms control, and disarmament
- To study about different mechanisms of arms control and disarmament at the international level
- To study various bilateral and multilateral treaties related to arms control and disarmament
- To explore the debate of armament and disarmament in the complex international system with particular focus on human security

Course Contents

Number of Classes

Unit 1: Theories of Armament

4

- Action-reaction model (realism and neo-realism)
- Bureaucratic or institutional imperative model
- Technological imperative model
- Military research and armament

Unit 2: Proliferation Processes and Armament

4

- Defining proliferation
- Supply and demand in proliferation processes
- Proliferation as an armament dynamic
- The proliferation of nuclear, chemical, and biological weapons

Class Test

Unit 3: Arms Race and Security 4

- Defining arms race
- Causes and consequences of the arms race
- Game theory
- Arms race and security of small states

Unit 4: Arms Trade and Arms Transfers 6

- Arms trade and sophisticated weapons: actors, sellers, and buyers
- Major characteristics of the arms trade
- Arms trade model
- Trade-in small arms and light weapons
- Arms Trade Treaty (ATT)
- Channels for arms transfer

Midterm Examination

Unit 5: Arms Control and Disarmament 5

- Origins, development and current status of arms control and disarmament
- Major initiatives of disarmament under the League of Nations and the United Nations
- Control of chemical and biological warfare
- Control of other weapon categories and modes of warfare
- Case study on contemporary arms control or non-proliferation strategies

Unit 6: Disarmament Treaties 5

- Various treaties related to non-proliferation of conventional, nuclear, chemical and biological weapon (e.g., SALT-1, SALT-2, START, CTBT, NPT)

Unit 7: Organizations in Disarmament Process 2

- Role of different organizations in disarmament policies
- Major constraints in implementing disarmament policies

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Boutwell, J., & Michael, K. (1998). Small arms and light weapons: controlling the real instruments of war. *Arms Control Today*, 28(6): 15-23.
- Bresler, R. J., Barton, J. H., & Weiler, L. D. (1977). International Arms Control: Issues and Agreements. *Political Science Quarterly*, 92(3), 573. doi:10.2307/2148537
- Buzan, B. (1987). *An introduction to strategic studies: military technology and international relations*. UK: Macmillan.
- Buzan, B. (1991). *People, states, and fear*. New York: Harvester Wheatsheaf.
- Carranza, M. E. (1999). Indo-Pakistani nuclear relations: can the genie be put back into the bottle? *International Politics*, 36, 441-463.
- Köhler, G. (1977). Structural-Dynamic Arms Control. *Journal of Peace Research*, 14(4), 315-326. doi:10.1177/002234337701400404
- Larsen, J. A. (Ed.) (2005). *Arms control: cooperative security in a changing environment*. New Delhi: Viva Books Private Ltd.
- Margulies, P. (2010). *Nuclear non-proliferation*. New Delhi: Viva Books Private Ltd.
- Singh, R. (2004). *Arms control: the politics of disarmament*. New Delhi: Dominant Publishers and Distributors.
- Stockholm International Peace Research Institute. (2003). *Armaments and disarmament in the nuclear age: a handbook*. Stockholm: SIPRI.
- Thee, M. (1966). *Arms and disarmament: SIPRI findings*. Stockholm: SIPRI.
- Viotti, P. R. (Ed.) (1986). *Conflict and arms control: an uncertain agenda*. London: Westview Press.
- Wenger, A., & Zimmerman, D. (2004). *International relations: From the cold war to the globalized world*. New Delhi: Viva Books.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 224: Foreign Policy and Diplomacy

Credit Hours: 4

Course Description

Through this course, the students will be introduced with the most significant avenues of the discipline - foreign policy and diplomacy, their academic definitions, different related theories, and their applications by states. The course is designed to teach about, orient with, and develop the foreign policy and diplomatic skills with special focus on preventive diplomacy, peacemaking, and peacebuilding in the students.

Course Objectives

- To orient students to the most inclusive and delicate issues of policies and foreign policy
- To help students understand the process of foreign policymaking and the practice of its execution, that is diplomacy
- To teach students different diplomatic processes
- To make students effectively understand the international negotiation methods
- To develop interpersonal and professional bargaining skills of the students for the future
- To make students understand one of the most important international diplomatic tools, the Vienna Convention of Diplomatic Relations

Course Contents

Number of Classes

Unit 1: Basics of Foreign Policy 5

- Concept of foreign policy
- Definitions of foreign policy
- Foreign policy-making
- The foreign policy of Bangladesh, strengths, and weaknesses

Unit 2: Basic Concepts of Diplomacy 5

- Concept of diplomacy
- Definitions of diplomacy
- Various forms of diplomacy

Class Test

Unit 3: Theories of Diplomacy 4

- Various theories of diplomacy

Midterm Examination

Unit 4: Development of Diplomacy 2

- Changes and new trends of diplomacy

Unit 5: Process of Diplomacy 4

- Diplomacy as a process
- Diplomacy and statecraft

Unit 6: Vienna Convention of Diplomatic Relations 1961 5

- The convention, regulations, privileges, and their criticism

Unit 7: Diplomacy, Conflict Management and Peacebuilding 5

- Role and significance of diplomats in preventive diplomacy
- Negotiation and mediation
- The third-party approaches to conflict management

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Student Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Berridge, G. (2015). *Diplomacy: Theory and practice*. Houndmills, Basingstoke: Palgrave Macmillan.
- Cahill, K. M. (2000). *Preventive diplomacy: Stopping wars before they start*. New York: Routledge.

- Fitfield, R. H. (1968). *The Diplomacy of South-East Asia*. Michigan Archon Book.
- Harper, B. (2014). Book review: Foreign Policy: From Conception to Diplomatic Practice, written by Ernest Petrič (2013). *The Hague Journal of Diplomacy*, 9(2), 217-219. doi:10.1163/1871191x-12341278
- Hayter, W., & Hamilton, H. (1960). *The diplomacy of the great powers*. London: Hamish Hamilton.
- Heatley, D. P. (2014). *Diplomacy and the study of international relations*. Place of publication not identified: Book On Demand.
- Kaul, T. N. (1979). *Diplomacy in Peace and War: Recollection and Reflections*. New Delhi: Vikas Publishing House.
- Kertesz, S. D. (1967). *The quest for peace through diplomacy*. Englewood-Cliffs N.J.: Prentice-Hall.
- Kissinger, H. (1994). *Diplomacy: History of Diplomacy and the Balance of Power*. Simon & Schuster.
- Langhorne, R. (1985). *Diplomacy and intelligence during the Second World War*. Cambridge, UK: Cambridge University Press.
- Martin, L. W. (1966). *Diplomacy in modern European history*. New York: Macmillan.
- McGlinchey, S. (Ed.) (2017). *International Relations*, E-International Relations Publishing.
- Thompson, K. W. (1992). *Traditions and values in politics and diplomacy: Theory and practice*. Baton Rouge: Louisiana State University Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

FIFTH SEMESTER

Course Number and Title: PACS 311: Introduction to Research Methodology

Credit Hours: 4

Course Description

This course offers an overview of research methodology with special focus on Qualitative research method. The goal of this course is to learn how research is being done and put that into practice. It is considered as a preparation for your bachelor research project. In this course, students will be practically exposed to the main components of a research framework, e.g., problem identification, research design, data collection, ethical issues in research, report writing, and presentation.

Course Objectives

- To develop understating of the basic framework of the research process
- To develop an understanding of various research design and technique
- To identify various sources of information for literature review and data collection
- To have an understanding of how to plan a research project and the kinds of decisions to be made regarding the methods and techniques
- To have an understanding of the process of writing a research report

Course Contents

Number of Classes

Unit 1: Foundations

3

- Introduction to research
- Research process

Unit 2: Relationship between Theory and Research

4

- The research approach
- The philosophical background
- The qualitative approach
- The quantitative approach
- The mixed-methods approach
- Criteria for selecting a research approach

Class Test

Unit 3: Qualitative Research

- Study designs and methods
- Analysis and interpretation of qualitative data

Unit 4: Literature Review

- Selecting a problem and reviewing the literature

Unit 5: The Research Strategies

- What are the research strategies?
- Which strategy to choose?
- Case studies
- Ethnography
- Longitudinal

Midterm Examination

Unit 6: Research Design

- How to design research?
- Simulation

Unit 7: Data Collection Methods

- Questionnaires
- Interviews
- Focus Groups
- Observation

Unit 8: Sampling Techniques

- The nature of sampling
- Probability sampling design
- Non-probability sampling design
- Determination of sample size

Unit 9: Research Proposal

- Preparing a research proposal

Unit 10: Report Generation

- Report writing
- Title page in APA format
- Abstract
- Introduction
- Methodology
- Result
- Discussion
- References

Unit 11: Research Ethics

2

- Understanding the importance of research ethics and integrate research ethics into the research process.

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Student Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Atkinson, A. C. (1996). *Making sense of Qualitative Data Complementary Research Strategies*. SAGE: SAGE.
- Bechhofer, F., & Paterson, L. (2012). *Principles of Research Design in the Social Sciences*. Florence: Taylor and Francis.
- Bloor, M. (2005). *Focus groups in social research*. Enskede: TPB.
- Creswell, J. W. (1994). *Research Design Qualitative & Quantitative Approaches*. US, UK and India: SAGE.
- McNabb, D. E. (2004). *Research methods for political science: Quantitative and qualitative approaches*. London and New York: Routledge, Taylor et Francis Group.
- Franklin, M. I. (2012). *Understanding Research: Coping with the Qualitative-Quantitative Divide*. London/New York: Routledge.
- Newing, H. (2010). *Conducting Research in Conservation*. London/New York: Routledge.
- Hellevik, O. (1984). *Introduction to causal Analysis Exploring Survey Data by Crosstabulation*. Scandinavian University Press.

- Lewin, B. S. (2004). *Research Methods in the Social Sciences*. SAGE.
- Paul, O. (2012). *Succeeding with your Literature Review*. UK: McGraw-Hill Education, Retrieved from <https://bit.ly/2O1BII4>
- Schwartz-Shea, P. (2013). *Interpretive research design: Concepts and processes* (D. Yanow, Ed.). Routledge.
- Somekh, L. C. (2004). *Research Methods in the Social Sciences*. (L. C. Somekh, Ed.). Sage Publication.
- Yin, R. K. (1994). *Case Study Research Design and Methods*. SAGE.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 312: Environment and Conflict

Credit Hours: 4

Course Description

Connections between environmental issues and conflicts are diverse and complex. Though environmental factors have not yet been proved as solely responsible for violence, they are linked with violent conflicts. During the course, students will be able to know the current global environmental changes and its impacts on conflict formation and peacebuilding in multi-dimensional perspectives.

Course Objectives

- To help students rethink environmental issues as a source of civil unrest and conflict formation in many parts of the world
- To enable students to connect the environmental securities issues with conflict and peace theories
- To prepare students to study and research different environmental issues of Bangladesh

Course Contents	Number of Classes
Unit 1: Global Atmospheric Changes	4
▪ Pollutions and climate change	
Unit 2: Environmental Security	6
▪ Non-traditional school of security	
▪ Environment as a security issue	
▪ Impact of the scarcity of natural resources on conflict and violence	
Class Test	
Unit 3: Environmental Conflict	5
▪ Different schools of environmental conflict	
Midterm Examination	
Unit 4: Climate Migration	3
▪ Environment-induced human displacement, migration, and climate refugees	
Unit 5: Ecocide	3
▪ Ecocide as a warfare strategy	

Unit 6: Environmental Diplomacy and Peacebuilding

5

- Environmental coalitions
- Environmental negotiations
- COPs (Conference of the Parties)
- Green peace movements
- Environmental strategies of peacebuilding

Unit 7: Regional Conflict over Water Sharing in South Asia

4

- Water disputes in South Asia in general and between Bangladesh and India in particular

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Student Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Baechler, G. (1998). Why Environmental Transformation Causes Violence: A Synthesis. *Environmental Change and Security Project Report*, 4, 24-44. Retrieved from <https://bit.ly/2JBCZBq>
- Billion, P. L. (2001). The political ecology of war: natural resources and armed conflict. *Political Geography*, 20, 561-584. Retrieved from <https://bit.ly/32CB6MD>
- Brown, M. E. (Ed.). (1996). *The International Dimension of Internal conflict*. Cambridge, MA: MIT Press. pp. 3-31
- Carius, A. (2007). Environmental Peacemaking: Condition for Success. *Environmental Change and Security Project report*, 12, 59-75.
- Commission on Human Security. (2003). Chapter 1: Human Security Now. In *Human Security Now* (pp. 1-19). Washington D.C.:

Commission on Human Security. Retrieved from <https://bit.ly/2L8boG0>

Conca, K., Carius, A. & Debelko, G. D. (2005). Building Peace through Environmental Peacemaking (Ch. 8). In *The World watch Institute, State of World: 2025* (pp. 144-157) New York: W. W. Norton & Co.

Cosgrove, W. J. (2003). *Water security and peace: A synthesis of studies prepared under the PCCP-Water for Peace process*. Paris: Unesco.

Homer-Dixon, T. F. (1999). *Environment, Scarcity and Violence*. Princeton University press. pp. 5-27.

Elhance, P. A., (1999). *Hydropolitics in the Third World*. Washington, D. C.: United States Institute of Peace Press.

Gaan, N. (2000). *Environment and National Security*. The University Press Limited.

Goldman, M., & Crow, B. (1996). Sharing the Ganges: The Politics and Technology of River Development. *Contemporary Sociology*, 25(5), 649. doi:10.2307/2077571

Khagram, S., & Ali, S. (2006). Environment and Security. *Annual Review of Environment and Resources*, 31(1), 395-411. Retrieved from <https://bit.ly/2Giz6PO>.

Mathews, J. T. (1989). Redefining Security. *Foreign Affairs*, 68(2), 162-177. doi:10.2307/20043906

McNeill, J. R. (2000). *Something New Under the Sun: An Environmental History of the Twentieth Century World*. New York: WW Norton & Company, pp. 3-18.

Paris, R. (2001). Human Security: Paradigm Shift or Hot Air. *International Security*, 26 (2), 87-102. doi: 10.1162/016228801753191141

Swain, A. (1996). *The environmental trap: The Ganges river diversion, Bangladeshi migration and conflicts in India*. Uppsala: Dept. of Peace and Conflict Research, Uppsala Univ.

United Nations Environmental Program. (2007). Environment for Development (Ch. 1). In *Global Environmental Outlook 4* (pp. 3-38). UNEP: Nairobi.

N.B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 313: Behavioral Approaches to Peace and Conflict

Credit Hours: 4

Course Description

This course introduces basic tools of political psychology and game theory that are needed to examining how individuals make emotional and rational choices. To put it more simply, it provides a comprehensive understanding of the basic concepts of elementary game theory in a way that allows students to use them in the Peace and Conflict Studies in solving a wide array of practical problems. In addition, throughout the course, the students will learn evidence from experiments and from other sources that bear on when they should expect game theory to be most useful in applied studies, and when they might reasonably have doubts about the types of predictions that it makes about human behavior.

Course Objectives

- To cover various psychological and decision-theoretic arguments explaining conflict behaviors of individuals and groups
- To focus on some of the established general laws of behavior that can help explain and predict (conflict) events that occur in a number of situations
- To understand the formation of attitude and its relationship with conflict behavior

Course Contents

Number of Classes

Unit 1: Introduction

2

- Course overview
- Introduction to conflict psychology

Unit 2: Basic Ideas and Concepts

6

- Cognition
- Social identity
- Emotions and attitudes in political/conflict psychology

Unit 3: Personality and Politics 2

Class Test

Unit 4: Political Psychology of Groups 6

- Nature of groups, influence groups, group performance, and decision-making

Unit 5: Conflict in Groups 4

- Types of conflicts, social dilemma, causes of conflict, coalitions, conflict resolution, and transformation

Midterm Examination

Unit 6: Political Leaders and International Conflict 2

- Dictators
- Bill Clinton, Donald Trump, Narendra Modi
- Major leaders in Bangladesh

Unit 7: Political Psychology of Nationalism 2

Unit 8: Political Psychology of Political Extremists 4

Unit 9: Conclusion 2

- Overview of the critical ideas, concepts, and laws of political psychology

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Cottam M. L., Dietz-Uhler, B., Mastors, E. M., & Preston, T. (2004). *Introduction to political psychology*. Lawrence Erlbaum Associates, Publishers.
- Damasio, A. R., 2006. *Descartes' error*. Random House. Retrieved from <https://bit.ly/2JMqKw5>
- Freud, S. (1985). *Civilization, society, and religion: Group psychology, civilization, and its discontents and other works*. Penguin.
- Iyengar, S. (1993). *Explorations in political psychology*. Duke University Press.
- Lawrence, P. R., & Nohria, N. (2002). *Driven: How human nature shapes our choices* (Vol. 2). San Francisco: Jossey-Bass.
- Levitsky, S., & Ziblatt, D. (2018). *How Democracies Die*. Crown.
- Stimson, J. A. (2015). *Tides of consent: How public opinion shapes American politics*. Cambridge University Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 314: Political Economy of Conflict and Peace

Credit Hours: 4

Course Description

This course begins by sketching the various ways politics and economics have been defined over time and how they combine to produce various schools within political economy. It then introduces the key concepts of classical political economy, moves onto neoclassical and Keynesian and other modern schools of political economy, including their critiques, and finally, engages students with the prevailing scholarship on overlapping issues of power, justice, rationality, collectivity, and debates on forms of state-market interaction. Students will engage and learn how theories of political economy have been applied to explain the causes, consequences, and changing dynamics of armed conflict and violence, conflict termination, peace accord, and peacebuilding. The course will also delve into the political economy of development, aid, and international cooperation as required for the understanding of conflict and conflict resolution. At the end of the course, students will be able to draw from the historical debates as well as contemporary theories to critically assess a situation.

Course Objectives

- To acquaint students with the thoughts of classical scholars that predate social sciences but influence it in all its forms. It provides an understanding of how these scholars have shaped contemporary thinking
- To teach students about the basic analytical tools provided by scholars of political economy and equip students with core concepts about political and market processes so that they can apply them to understand various dilemmas of social life
- To prepare students so they can apply these tools to topics related to their studies, specifically armed conflict and war, peacemaking, peacebuilding, and conflict transformation

Course Contents	Number of Classes
Unit 1: Introduction	2
<ul style="list-style-type: none"> ▪ Basic overview of political economy approaches, beginning with scholars that predate political economy (such as those provided by Mercantilists, physiocrats, Scottish enlightenment scholars and Ibn Khaldun), and then on to key scholars of classical political economy: Smith, Ricardo, Malthus, Mill, and Marx. ▪ Key concepts that will recur throughout the course: politics and economics, state, market and society, public goods and private property, individuals, institutions, and collective action. ▪ Key concerns of classical political economy: the source of value, efficient resource distribution, civil society, liberty and justice, public good, and private property 	
Unit 2: Basics of Marxian Political Economy	5
<ul style="list-style-type: none"> ▪ Historical materialism ▪ Modes of production, capitalism and class conflict ▪ Internal mechanism and crises in capitalism ▪ Debates in Marxian schools: organized action, social democratic policies, and Marxian state ▪ Theories of development: underdevelopment of development and dependency, structuralism, systems theory 	
Class Test	
Unit 3: Economic Theories of Politics	6
<ul style="list-style-type: none"> ▪ Public choice approach (Arrow, Buchanan, Olson) ▪ Economic analysis of policy (Schelling) ▪ Institutions (North, Bates, Riker, Schepsle) ▪ Neoclassical political economy (Rational choice, efficient market, property rights, and the public good) ▪ Externality and market failure ▪ New Institutionalism ▪ Critics of neoclassical thought and Keynesian political economy 	

Course Contents **Number of Classes**

Unit 1: Introduction **2**

- Basic overview of political economy approaches, beginning with scholars that predate political economy (such as those provided by Mercantilists, physiocrats, Scottish enlightenment scholars and Ibn Khaldun), and then on to key scholars of classical political economy: Smith, Ricardo, Malthus, Mill, and Marx.
- Key concepts that will recur throughout the course: politics and economics, state, market and society, public goods and private property, individuals, institutions, and collective action.
- Key concerns of classical political economy: the source of value, efficient resource distribution, civil society, liberty and justice, public good, and private property

Unit 2: Basics of Marxian Political Economy **5**

- Historical materialism
- Modes of production, capitalism and class conflict
- Internal mechanism and crises in capitalism
- Debates in Marxian schools: organized action, social democratic policies, and Marxian state
- Theories of development: underdevelopment of development and dependency, structuralism, systems theory

Class Test

Unit 3: Economic Theories of Politics **6**

- Public choice approach (Arrow, Buchanan, Olson)
- Economic analysis of policy (Schelling)
- Institutions (North, Bates, Riker, Schepsle)
- Neoclassical political economy (Rational choice, efficient market, property rights, and the public good)
- Externality and market failure
- New Institutionalism
- Critics of neoclassical thought and Keynesian political economy

- Caporaso, J. A., & Levine, D. P. (2012). *Theories of political economy*. Brantford, Ont.
- Christopher, C. (2006). *Civil War Is Not a Stupid Thing: Accounting for Violence in Developing Countries*. London: Hurst.
- Cramer, C. (2002). *Homo Economicus Goes to War: Methodological Individualism, Rational Choice and the Political Economy of War*. *World Development*, 30(11), 1845-1864. doi:10.1016/s0305-750x(02)00120-1
- Collier, P., Hoeffler, A., & Rohner, D. (2008). Beyond greed and grievance: Feasibility and civil war. *Oxford Economic Papers*, 61(1), 1-27. doi:10.1093/oep/gpn029
- Collier, P. (2008). *Breaking the conflict trap: Civil war and development policy*. Washington, DC: World Bank.
- Hardin, R. (1995). *One for all: the logic of group conflict*. New Jersey, Princeton University Press.
- Hartzell, C., Hoddie, M. & Bauer, M. (2010). Economic Liberalization via IMF Structural Adjustment: Sowing the Seeds of Civil Conflict? *International Organization* 64, 2: 339-356. doi: 10.1017/s0020818310000068
- Heilbroner, R. L. (2000). *The worldly philosophers: The lives, times, and ideas of the great economic thinkers*. London: Penguin.
- Hirshleifer, J. (2001). *The Dark Side of the force: Economic foundations of conflict theory*. Cambridge University Press.
- Kaldor, M. (2007). *Old and New Wars, Organized Violence in a Global Era* (2nd Ed.). Stanford University Press.
- Kalyvas, S. N. (2001). 'New' and 'Old' Civil Wars. A Valid Distinction? *World Politics* 54(1), 99-118. Retrieved from <https://bit.ly/2JF9yi9>
- Kalyvas, S. N. (2006). *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press.
- Keith, H. & N. H. (Eds.) (2004). *Economic theories of peace and violence: Studies in defence economics*. New York: Routledge.
- Milonakis, D., & Fine, B. (2010). *From political economy to economics: Method, the social and the historical in the evolution of economic theory*. London: Routledge.
- Nitzschke, H. (2003). Transforming War Economies: Challenges for Peacemaking and Peacebuilding. *IPA Conference Report*. New

York: International Peace Academy. Retrieved from <https://bit.ly/2Gynp88>

- Olson, M. (1971). *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, UK: Cambridge University Press.
- Paris, R. (2006). *At wars end: Building peace after civil conflict*. Cambridge: Cambridge University Press.
- Pugh, M. (2005) The Political Economy of Peacebuilding: A Critical Theory Perspective. *International Journal of Peace Studies*, 10(2), 23-42.
- Pugh, M., Cooper, N., & Goodhand. J. (2004). *War Economies in a Regional Context: Challenges of Transformation*. Boulder: Lynne Rienner Publishers.
- Rapley, J. (2007). *Understanding Development: Theory and Practice in the Third World*. London: Lynne Rienner.
- Rodrik, D. (2005). *Has globalization gone too far?* Washington, D.C: Institute for International Economics.
- Ross, M. L. (2006). A Closer Look at Oil, Diamonds, and Civil War. *Annual Review of Political Science*, 9(1), 265-300. Retrieved from <https://bit.ly/2JLD6cG>
- Ross, M. L. (2004). What Do We Know about Natural Resources and Civil War? *Journal of Peace Research*, 41(3): 337-356. Retrieved from <https://bit.ly/2JC4v1R>
- Stiglitz, J. (2002). *Globalization, and Its Discontents*. New York: W.W. Norton.
- Tilly, C. (2003). *The Politics of Collective Violence*. Cambridge University Press.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

SIXTH SEMESTER

Course Number and Title: PACS 321: Internal Conflict and Violence

Credit Hours: 4

Course Description

This course introduces students to theoretical and practical issues of internal conflict and violence. This course will help students to provide insights into understanding and explaining the causes and consequences of different types and/or dimensions of internal conflict. The course will also help students to understand the nature, characteristics, and/or behaviors of different actors of internal conflict and violence. This course will also examine the strengths and weaknesses of different tools, techniques, and/or methods, such as negotiation, mediation, coercion, and economic sanctions used for resolving or managing internal conflict.

Course Objectives

- To make students familiar with different issues, concepts, and types of internal conflict
- To help students understand the causes and consequences of internal conflict
- To provide an understanding of different politicized communal groups and their activities, and/or involvement in internal conflicts, such as anti-regime conflict, secessionist, and/or autonomy violence, civil war and so on
- To provide students with an understanding of the strengths and weaknesses of different conflict resolution, and/or management methods and techniques, such as negotiation, mediation, and reconciliation for settlement of internal conflicts

Course Contents

Number of Classes

Unit 1: Understanding Internal Conflict: Conceptual Issues

3

- Definition of internal conflict
- Causes of internal conflict
- Types of internal conflict
- Dimensions of internal conflict
- Intrastate vs. Interstate conflict

Unit 2: Politicized Communal Groups and Ethnopolitical Actions 5

- Conceptual meaning of politicized communal groups
- Types of politicized communal groups
- Meaning of ethnopolitical actions
- Types of ethnopolitical actions
- Causes of ethnopolitical actions
- Global and regional patterns of protests and rebellions

Class Test

Unit 3: Territorial Disputes and Secessionist Violence 5

- Causes of territorial disputes
- Self-determination, secession, and bases of territorial claims
- Autonomy and secessionist violence
- Factors affecting secessionist demands and/or violence
- Preventing secessionist demands and/or violence

Unit 4: Negotiation and Mediation in Internal Conflict 4

- Barriers to negotiated settlements in the Civil War
- Conditions favoring negotiated settlements
- The role of mediators in internal conflict
- The role of the international community

Midterm Examination

Unit 5: Internal Conflict and Violence in South and Southeast Asia, Middle East 4

- Internal conflict and violence in South Asia
- Internal conflict and violence in Southeast Asia and the Middle East

Unit 6: Economic Sanctions and Internal Conflicts 4

- Economic sanctions 1914-1989: The Sanction Record, The Sanctions Literature
- US-led sanctions efforts after the Cold War
- The costs and benefits of imposing sanctions
- Implications of Sanctions for the prevention, management, and resolution of internal conflict

Unit 7: Nongovernmental Organizations and Internal Conflict 2

- Humanitarian actors
- NGO types and roles
- NGO tasks in war zones

Unit 8: Gender Violence and Internal Conflict 3

- Causes and consequences of gender discrimination and violence
- Types of violence against women
- Preventing violence against women

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Brown, M. E. (Ed.) (1996). *The International Dimension of Internal Conflict*. Cambridge: The MIT Press.
- Gurr, T. R. (1993). *Minorities at Risk: A Global View of Ethnopolitical Conflicts*. United States Institute of Peace.
- Islam, M. R. (2016). The State of Democratic Governance in Bangladesh. *Governance and Innovation*, 2(1), 7-18.
- Meyersfeld, B. (2012). *Domestic Violence and International Law*. Hart Publishing.
- Tripp, A. M., Ferree, M. M., & Ewig, C. (Eds.) (2013). *Gender, Violence, and Human Security: Critical Feminist Perspective*. NY: NYU Press.
- Wiberg, H., & Scherrer, C. P. (Eds.) (1999). *Ethnicity and Intrastate Conflict: Types, Causes, and Peace Strategies*. Ashgate Publishing Ltd.

N.B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 322: Regional Approaches to Peace and Development

Credit Hours: 4

Course Description

This course is designed around various political regions of the world. The course provides students with the knowledge of how regional units are made and re-made and how they tackle economic and political issues of concern. It also gives them an overview of various theories that define, explain, and critique regional initiatives, both state-led and non-state and teaches them how to apply these theories to empirical context.

Course Objectives

- To acquaint students with major historical developments across the world, especially, around issues of peace, security, economic growth, and development by studying them around the history and politics of regional initiatives
- To encourage students to think about how various regions in the world are shaped, how they interact with local and global changes and how they themselves foster change
- To provide students with a working knowledge of the major developments in the world after the Second World War so that they are able to engage with developments taking place in the present context

Course Contents

Number of Classes

Unit 1: Introduction

2

- Region and how it is formed
- Regionalism, Regionalization, Interregionalism, Transregional

Unit 2: History of Regional Approaches

2

- Waves in regionalism; where, when, and how they occurred?
- Features of old and new regionalism and how they are theorized?

Unit 3: Regional Organizations and Peace

4

- Prospect and scope of regional organization in fostering peace and development
- Different approaches to peace, security, and conflict management by various regional groupings
- Changes in regional approaches to development with the changes in dominant development theories and strategies

Class Test

Unit 4: Focusing on Europe

6

- Historical development of Europe as a region
- History, structure, and function of the European Union
- Theoretical approaches to studying the European Union
- EU approaches to peace and development

Midterm Examination

Unit 5: East and South East Asia

5

- Historical development of regional initiatives in South East Asia and East Asia
- Southeast Asia's approach to regional development and conflict management
- History, structure, and function of the Association of Southeast Asian Nations; its characteristics
- Theoretical approaches to studying ASEAN (open regionalism) and its success
- ASEAN approach to security and growth

Unit 6: African Union

4

- Historical development of various regional units within Africa
- History, structure, and function of the African Union
- Theoretical approaches to studying African Union
- AU approaches to peace and development

Unit 7: South Asia

4

- History, structure, and function of the South Asian Association for Regional Cooperation
- SAARC approaches to peace and development
- Problems and prospects of regional approaches in South Asia

Unit 8 Revisiting Theories

3

- Revisiting theories by focusing on a regional block proposed by students

Instruction Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Acharya, A., & Johnston, A. I. (Eds.). (2007). *Crafting Cooperation Regional International Institutions in Comparative Perspective*. Cambridge: Cambridge University Press.
- Bowels, P. (2002). Asia's post-crisis regionalism: Bringing the state back in, keeping the (United) States out. *Review of International Political Economy*, 9(2). doi:<https://doi.org/10.1080/09692290110126100>
- Dash, K. C. (2012). *Regionalism in South Asia: Negotiating cooperation, institutional structures*. Abingdon: Routledge.
- Doidge, M. (2007). From Developmental Regionalism to Developmental Interregionalism? The European Union Approach. *Ncre Working Paper No.07/01*. Retrieved From <https://bit.ly/2xytpyl>
- Fawcett, L. (2004). Exploring Regional Domains: A Comparative History of Regionalism. *International Affairs*, 80(3), 429-446. doi:10.1111/j.1468-2346.2004.00391.x
- Fawcette, L., & Hurrell, A. (1995). Regionalism in Theoretical Perspective. In *Regionalism in World Politics: regional organization and international order*. Oxford, OUP.
- Fort, B., & Webber, D. (2006). Europe and Asia: Reflections on a tale of Two Regionalisms. In *Regional Integration in East Asia and Europe: Convergence of Divergence?* London and New York, Routledge.
- Hettne, B. (2005). Beyond the 'new' regionalism. *New Political Economy*, 10(4), 543-571. doi:10.1080/13563460500344484
- Narine, S. (1998). ASEAN and the Management of Regional Security. *Pacific Affairs*, 71(2), 195. doi:10.2307/2760976
- Warleigh-Lack, A. (2006). Towards a conceptual framework for regionalisation: Bridging new regionalism and integration theory. *Review of International Political Economy*, 13(5), 750-771. doi:10.1080/09692290600950639

N.B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 323: Public Policy and Governance

Credit Hours: 4

Course Description

The course discusses concepts and theories of public policymaking and governance issues and connects to some empirical examples of public policy with particular reference to Bangladesh. It focuses on what governments do, why they do it, and how they do it. The course mainly covers the meaning, concepts, and types of public policy; approaches to public policy and policy process; models of public policy; actors and institutions of public policy; policy analysis; policy formulation, implementation and evaluation; public policy and its connections with governance, conflict, peace, and dynamics of public policy in Bangladesh.

Course Objectives

- To introduce students about political institutions and processes through which public policy is made and implemented
- To discuss various traditions, perspectives, problems, and possibilities of public policy analysis
- To introduce students with the theoretical basis of public policy, good governance and their connections with peace and conflict
- To introduce various cases of policy process with particular reference to Bangladesh

Course Contents

Number of Classes

Unit 1: Introduction

4

- Introducing the course
- Meaning and concepts of public policy
- Policy process
- Policy cycle/stages of public policy
- Towards an improved model of the policy cycle
- Types of public policy

Unit 2: Governance and Public Policy

4

- Understanding governance and good governance: concepts, features, and preconditions
- Public policy, governance, conflict, and peace
- Interlocking relationships among public policy, governance, conflict, and peace

Class Test

Unit 3: The Actors of Public Policy 2

- Actors, institutions, and instruments of public policy
- Policy sub-system

Unit 4: Theoretical Basis 4

- Theories of studying public policy
- Approaches to public policy
- Models of public policy

Unit 5: Agenda Setting 2

- Meaning of agenda setting
- Models of agenda setting
- Actors of agenda setting

Midterm Examination

Unit 6: Policy Formulation 2

- Meaning of policy formulation
- Models of policy formulation
- Actors of policy formulation

Unit 7: Decision Making 2

- Meaning of decision making
- Models of decision making

Unit 8: Policy Implementation 4

- Meaning and actors of policy implementation
- Top-down and bottom-up approaches to implementation
- Models of policy implementation:
 - Organization models and implementation
 - Interactive model of implementation
 - The linear model of implementation

Unit 9: Policy Evaluation 2

- Meaning and actors of policy evaluation
- The utility of policy evaluation

Unit 10: Public Policy in Bangladesh 2

- Actors and institutions of public policy in Bangladesh
- Dynamics of public policy in Bangladesh

Unit 11: Examining Selective Policies

2

- Analysis of some selective policies of Bangladesh from governance, conflict, and peace perspective (e.g., education policy, agriculture policy, women development policy, industrial policy, environment policy, media policy/NICT policy)

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Aminuzzaman, S. M. (2010). Public Policy Processes and Citizen Participation in Bangladesh. *Public Administration in South Asia*, 213-235. doi:10.4324/9781315089294-11
- Aminuzzaman, S. M (2002). Public Policy Making in Bangladesh: An Overview. *Public Money and Management*, 2
- Hill, M. J. (1997). Policy Analysis: Modells and Approaches. In *Policy Process: A reader*. Harvester-Wheatsheaf
- Hawlett, M., & Ramesh, M. (2003). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Oxford University Press, New York, USA.
- Hill, M. J. (Ed.) (1997). *Policy Process: A reader*, Prentice Hall. London, UK.
- Hill, M. J., & Hupe, P. L. (2003). *Implementing public policy: Governance in theory and practice*. London: Sage.
- Meter, V., Donald, S., Horn, V., & Carl, E. (1975). The Policy Implementation Process: A Conceptual Framework. *Administration & Society*, 6(4), doi:10.1177/009539977500600404

- Rhodes, R.A.W. (1997): *Understanding Governance: Policy Networks, Governance, Reflexivity, and Accountability*. Buckingham, Philadelphia: Open University Press.
- Rist, R. C. (1995). Introduction. In *Policy Evaluation: Linking Theory to Practice (International Library of Comparative Public Policy Series)* (pp. xiii-xxvi). An Elgar Reference Collection.
- Sabatier, P. A. (1986). Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, 6(1), 21-48. doi:10.1017/s0143814x00003846
- Thomas, D. (1998). *Understanding Public Policy (Ch.2.)*. Prentice Hall
- Thomas, J., W, & Grindle, M. S. (1990). *After the Decision Implementing Policy Reform in Developing Countries, World Development*, 18(8), 1163-1181 doi:10.1016/0305-750X(90)90096-G
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 324: Quantitative Research Methodology

Credit hours: 4

Course Description

One of the defining characteristics of all the social sciences, including Peace and Conflict Studies, is a commitment to empirical research as the basis of knowledge. The primary focus of the course is to introduce students with the basic tools required to analyze quantified social and political data. This course will help students in applying statistics in studying thematic issues of Peace and Conflict Studies. More specifically, the topics include, but not necessarily limited to - basic statistical principles; graphic presentation; descriptive measures of central tendency, dispersion, and location; inferential statistics and hypothesis testing; analysis and inference of linear correlation coefficient and slope of the regression line. Students will apply statistical concepts to real-world situations. Current technology will be utilized in examining statistical information.

Course Objectives

- To introduce students with different statistical tools of social research
- To improve their understanding of how to design quantitative research
- To develop their research skills on how to conceptualize, operationalize and measure concepts that construct the hypotheses
- To make them efficient in analyzing the data and writing research reports

Course Contents

Number of classes

Unit 1: Introduction to Philosophies of Research

3

- What is ontology?
- Different philosophies and world views of the research
- Why is quantitative research based on positivistic epistemology?
- Types of quantitative research
- Validity, reliability, and generalisability in quantitative research
- Quantitative methods in peace and conflict studies

Unit 2: Experimental and Quasi-experimental Research 3

- How to design an experimental study?
- Advantages and disadvantages of experimental research
- How to design quasi-experimental research?
- How is quasi-experimental research different from experimental research?

Class Test

Unit 3: Non-experimental Research 2

- How to design non-experimental research?
- Different types of non-experimental research
- Steps of designing a survey study
- Four cornerstones of survey research
- Observational research design and its shortcomings

Unit 4: Key Concepts, Organization, and Presentation of Data 4

- What are the units and variables of quantitative research?
- Scale of measurement
- Different data collection methods
- Different probability sampling techniques
- Organization data
- Data presentation

Midterm Examination

Unit 5: Data Description 5

- Concept of measures of central tendency
- Why do we use measures of central tendency in research?
- The arithmetic mean and weighted mean
- Median
- Mode
- Concept of Measures of variation
- Range
- Population and sample variance
- Population and sample standard deviation
- Concept of Measures of position
- Standard scores
- Percentiles
- Deciles and quartiles

Unit 6: Probability Distribution

4

- Concept of probability
- Sample space and probability
- Different types of probability
- Additional rules of probability
- Multiplication and conditional rules of probability
- Bayes's Theorem
- Binomial distribution of probability
- Normal distribution
- Poisson distribution

Unit 7: Confidence Interval

3

- Concept of the confidence interval
- Why do we use the confidence interval?
- Confidence interval for population mean
- Confidence interval for sample mean
- Confidence interval for population variance
- Confidence interval for sample variance
- Confidence interval for population standard deviation
- Confidence interval for sample standard deviation

Unit 8: Hypothesis Testing

3

- What is a hypothesis?
- Types of hypothesis
- Steps in hypothesis testing
- Hypothesis testing for a population mean
- Hypothesis testing for a sample mean
- Hypothesis testing for a population proportion
- Hypothesis testing for a sample proportion

Unit 9: Correlation and Regression

3

- Concept of correlation
- Different types of correlation
- Scatter plot
- What is the correlation coefficient?
- Concept of regression
- The equation of the regression line
- Simple and multiple linear regression

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Bluman, A.G. (1998). *Elementary Statistics: A Step by Step Approach*. California: McGraw Hill Companies.
- Gujarati, D. N., Porter, D. C., & Gunasekar, S. (2012). *Basic Econometrics*, New Delhi: Tata McGraw-Hill Education.
- Johnson, J. B., Joslyn, R. A., & Reynolds, H. T. (2011). *Political Science Research Methods*. Washington DC: CQ Press.
- Kmenta, J. (2004). *Elements of Econometrics*. Ann Arbor: University of Michigan Press.
- Moore, D. S., McCabe, G. P., & Craig, B. A. (2009). *Introduction to the Practice of Statistics*. New York, W. H. Freeman, and Company.
- Shively, W.P. (2011). *The Craft of Political Research*. Boston, Longman.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

SEVENTH SEMESTER

Course Name and Title: PACS 411: Protracted Conflict

Credit Hours: 4

Course Description

The course has been designed to provide a comprehensive understanding of a distinct pattern of conflict called 'protracted conflict.' Students will learn about the theories, approaches, and models to get the theoretical bases of protracted conflict. The course will also deal with various methods and approaches of protracted conflict management or resolution. The course will also introduce students with various cases of protracted conflict and their management so that they can apply their theoretical understanding in the empirical cases.

Course Objectives

- To introduce students with defining issues, principal characteristics and consequences of protracted conflict
- To develop skills so that students can learn how to deal with such conflict in the real-life scenario
- To provide analytical tools and methods to understand the complex dynamics of protracted conflict
- To introduce students with different approaches to the management and resolution of protracted conflict

Course Contents

Number of Classes

Unit 1: Protracted Conflict

3

- Conceptions and defining issues
- Different patterns and dynamics of protracted conflict
- Ten propositions of Protracted International Conflicts

Unit 2: Protracted Social Conflict (PSC)

4

- What is Protracted Social Conflict (PSC)?
- Edward E. Azar's theory of Protracted Social Conflict (PSC)
- Evaluation of Azar theory in light of contemporary conflicts

Class Test

Unit 3: Conflict Theories and PSC 6

- Enduring logic of conflict in world politics
- Theory of relative deprivation and PSC
- Human needs theory

Midterm Examination

Unit 4: Ethnicity and Ethnic Conflict 4

- Theories of ethnicity
- Ethnic identity and conflict
- Origin and management of ethnic conflict

Unit 5: Civil War 4

- Major theories of understanding civil war
- Civil war and underdevelopment
- Natural resources and civil war

Unit 6: Protracted Conflict Management and Resolution 4

- Problem-solving approach
- Democratic levers for conflict management
- Prevention, Management, and Transformation of Deadly Conflict

Unit 7: Case Studies of Protracted Conflict 5

- Chittagong Hill Tracts Conflict
- Kashmir Conflict
- Sri Lankan Conflict
- Israel-Palestine Conflict
- Darfur Conflict

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmar, M. (2008). *Conflict management mechanisms and the challenge of peace*. Karachi: Program on Peace Studies and Conflict Resolution, Dept. of International Relations, University of Karachi.
- Azar, E. E., & Burton, J. W. (1986). *International conflict resolution: Theory and practice*. Sussex: Wheatsheaf Books.
- Ballentine, K., & Sherman, J. (2003). *The political economy of armed conflict: Beyond greed and grievance*. Boulder, CO: Lynne Rienner.
- Bannon, Ian, Collier, & Paul. (2003). Natural Resources and Violent Conflict: Options and Actions. Retrieved from <https://bit.ly/32wrz9z>
- Barak, O. (2005). The Failure of the Israeli–Palestinian Peace Process, 1993–2000. *Journal of Peace Research*, 42(6), 719-736. doi:10.1177/0022343305057889
- Bercovitch, J. (1996). *Resolving international conflicts: The theory and practice of mediation*. Boulder, CO: Rienner.
- Bernstein, M. (2005, February 11). Identity Politics. Retrieved from <https://bit.ly/2xXp41S>
- Chatterjee, S. (2005). Ethnic Conflicts in South Asia: A Constructivist Reading - Shibashis Chatterjee, 2005. Retrieved from <https://bit.ly/2Sr3T1J>
- Dabelko, & Donald, D. (1971, January 01). Relative Deprivation Theory and Its Application to the Study of Politics. Retrieved from <https://bit.ly/2XQBach>
- Das, S. K. (2005, September). Peace Processes and Peace Accords | SAGE India. Retrieved from <https://bit.ly/2YZUwZg>
- Davis, J. A. (1959). A Formal Interpretation of the Theory of Relative Deprivation. *Sociometry*, 22(4), 280. doi:10.2307/2786046
- Carment, D. (1997). Nationalism, Ethnic Conflict and Democracy Larry Diamond and Marc F. Plattner, eds. Baltimore: Johns Hopkins University Press, 1994, pp. xxx, 146. *Canadian Journal of Political Science*, 30(1), 179-181. doi:10.1017/s0008423900015225
- Džuverovic, N. (2013, October 08). Does more (or less) lead to violence? Application of the relative deprivation hypothesis on economic inequality-induced conflicts. Retrieved from <https://bit.ly/2y012TX>
- Halevy, N., Chou, E. Y., Cohen, T. R., & Bornstein, G. (2010). Relative deprivation and intergroup competition. *Group Processes &*

- Foulon, B. (2010, July 27). What the End of Civil War Means for Sri Lanka, and Why it Should Matter to the Rest of the World. Retrieved from <https://bit.ly/2NCSkFT>
- Harris, P. (2002). *Democracy and deep-rooted conflict: Options for negotiators*. Stockholm: IDEA.
- Hill, B. J. (1982). *An Analysis of Conflict Resolution Techniques: From Problem-Solving Workshops to Theory* - Barbara J. Hill, 1982. Retrieved from <https://bit.ly/2JCwiiK>
- Jahangir, B.K. (2002). *Nationalism, Fundamentalism and Democracy in Bangladesh*, Dhaka University: International Centre for Bengal Studies.
- Jesse, N. G., & Williams, K. P. (2010). *Ethnic conflict: A systematic approach to cases of conflict*. Washington DC: CQ Press.
- KÖK, H.(2007). Reducing Violence: Applying the Human Needs Theory to the Conflict in Chechnya, *The Journal of Jurkish Weekly*. Retrieved from <https://bit.ly/2Y3OdXJI>
- Mohsin, A. (1997). The Politics of Nationalism - The Case of the Chittagong Hill Tracts Bangladesh. Retrieved from <https://bit.ly/2Ycbq9Z>
- Murshed, S. M. (2002). Conflict, Civil War and Underdevelopment: An Introduction. *Journal of Peace Research*, 39(4), 387-393. doi:10.1177/0022343302039004001
- Nye, J. S., Jr. (2007). *Understanding International Conflicts: An Introduction to Theory and History, sixth ed.* Retrieved from [https://hostnezt.com/cssfiles/internationalrelations/Understanding International Conflicts - An Introduction to Theory and History By Joseph S Nye.pdf](https://hostnezt.com/cssfiles/internationalrelations/Understanding%20International%20Conflicts%20-%20An%20Introduction%20to%20Theory%20and%20History%20By%20Joseph%20S%20Nye.pdf)
- OBriain, D. (2012, November 28). Sri Lanka, Ethnic Conflict, and the Rise of a Violent Secessionist Movement. Retrieved from <https://bit.ly/2PmOpNa>
- Ramsbotham, O. (2005). The analysis of protracted social conflict: A tribute to Edward Azar. *Review of International Studies*, 31(1), 109-126. doi:10.1017/S0260210505006327
- Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary conflict resolution: The prevention, management and transformation of deadly conflicts*. Cambridge.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 412: Alternative Dispute Resolution

Credit Hours: 4

Course Description

Alternative Dispute Resolution (ADR) has gained increased popularity in recent decades due to its informality, application of equity and direct participation and communication between disputants. This course introduces different concepts, skills, methods, and practices of ADR in addressing and resolving a wide range of disputes at different levels of state and society. It is designed to explore the potential uses and benefits of ADR in resolving disputes peacefully. It will help students to learn various techniques of ADR in addressing different issue-specific disputes and its importance in promoting access to justice in society. The course mainly covers concepts, key features and goals of ADR; different styles of ADR; background conditions to make a successful ADR Program; advantages and disadvantages of ADR; and the use of ADR in the national and international context.

Course Objectives

- To provide a basic understanding of ADR as a distinct field of study
- To develop an understanding about concepts, features, different components, techniques and skills of ADR
- To highlight the importance of ADR in providing creative solutions, resolving disputes peacefully and promoting access to justice for all people
- To identify the role of ADR not only as a substitute but also as a complement of the formal judicial system
- To provide an opportunity for students to acquire and use the ADR skills in managing conflict and resolving disputes effectively in real life

Course Contents

Number of Classes

Unit 1: Introduction

3

- Concept of Alternative Dispute Resolution (ADR)
- Difference between litigation and ADR
- Characteristics of ADR
- Stakeholders of ADR
- The role of ADR practitioner

Course Number and Title: PACS 412: Alternative Dispute Resolution

Credit Hours: 4

Course Description

Alternative Dispute Resolution (ADR) has gained increased popularity in recent decades due to its informality, application of equity and direct participation and communication between disputants. This course introduces different concepts, skills, methods, and practices of ADR in addressing and resolving a wide range of disputes at different levels of state and society. It is designed to explore the potential uses and benefits of ADR in resolving disputes peacefully. It will help students to learn various techniques of ADR in addressing different issue-specific disputes and its importance in promoting access to justice in society. The course mainly covers concepts, key features and goals of ADR; different styles of ADR; background conditions to make a successful ADR Program; advantages and disadvantages of ADR; and the use of ADR in the national and international context.

Course Objectives

- To provide a basic understanding of ADR as a distinct field of study
- To develop an understanding about concepts, features, different components, techniques and skills of ADR
- To highlight the importance of ADR in providing creative solutions, resolving disputes peacefully and promoting access to justice for all people
- To identify the role of ADR not only as a substitute but also as a complement of the formal judicial system
- To provide an opportunity for students to acquire and use the ADR skills in managing conflict and resolving disputes effectively in real life

Course Contents

Number of Classes

Unit 1: Introduction

3

- Concept of Alternative Dispute Resolution (ADR)
- Difference between litigation and ADR
- Characteristics of ADR
- Stakeholders of ADR
- The role of ADR practitioner

- The level of confidentiality in ADR
- Issue-specific dispute and ADR
- Components of successful ADR

Unit 2: Goals and Possible Uses of ADR 2

- Goals/objectives/key functions of ADR
- Rule of law objectives
- Development objectives

Unit 3: Types and Different Methods of ADR 3

- Types of ADR
- Basic ADR modes
- Hybrid ADR modes
- Different Styles/techniques/methods/processes of ADR

Class Test

Unit 4: Background Conditions of ADR 2

- Background Conditions of ADR
- Adequate political support
- Supportive cultural norms
- Adequate Human Resources
- Adequate Financial Resources
- Parity in the Power of Disputants

Unit 5: Historical Development of ADR 2

- ADR Timeline
- History of ADR worldwide
- ADR movement in the USA
- History of ADR in Bangladesh

Unit 6: Access to Justice and ADR 2

- Concept of Access to Justice
- UNDP practice note on “Access to Justice”
- Promoting Access to Justice
- Fundamental elements of Access to Justice
- Types of support to promote Access to Justice
- Strategic framework for Access to Justice
- Waves of reform to Access to Justice
- Barriers to Access to Justice
- Promoting Access to Justice by ADR

Midterm Examination

Unit 7: Dispute Resolution and ADR	1
<ul style="list-style-type: none">▪ Dispute resolution▪ Methods of dispute resolution▪ Location of ADR in dispute resolution process	
Unit 8: The Contingency Model of Mediation	2
<ul style="list-style-type: none">▪ Concept of Mediation▪ Background Conditions for Effective Mediation▪ Mediation: The Contingency Approach▪ Variables of the Contingency Model of Mediation▪ The usefulness of Contingency Approach	
Unit 9: ADR in the International Context	4
<ul style="list-style-type: none">▪ Organizations working on ADR▪ International institute for international ADR▪ ADR in South Asia▪ ADR in the USA▪ ADR and the United Nations	
Unit 10: ADR in National Context: ADR in Bangladesh	7
<ul style="list-style-type: none">▪ Evolution of ADR in Bangladesh▪ Types of ADR in Bangladesh▪ Informal ADR in Bangladesh▪ Quasi-formal ADR in Bangladesh▪ Formal ADR in Bangladesh▪ The necessity of ADR in Bangladesh▪ Challenges of ADR in Bangladesh▪ Role of Madaripur Legal Aid Association (MLAA) in promoting ADR	
Unit 11: Advantages and Disadvantages of ADR	2
<ul style="list-style-type: none">▪ Advantages/necessity of ADR▪ Disadvantages/limitations/challenges of ADR	
Instructional Strategies	
<ul style="list-style-type: none">▪ Lecture▪ Reading▪ Discussion▪ Presentation▪ Library works	

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Atlas, N. F., Huber, S. K., & Trachte-Huber, E. W. (2000). *Alternative dispute resolution*. Chicago, IL: Section of Litigation, ABA.
- Bercovitch, J. (1996). *Resolving international conflicts: The theory and practice of mediation*. Boulder, CO: Rienner.
- Blake, S. H., Sime, S., & Browne, J. (2014). *A Practical Approach to Alternative Dispute Resolution* (4th ed.). Oxford: Oxford University Press.
- Center for Democracy and Governance, U.S. Agency for International Development. (1998). *Alternative Dispute Resolution Practitioners' Guide*. Retrieved from <https://bit.ly/2LskTUM>
- Coltri, L. S. (2004). *Conflict Diagnosis and Alternative Dispute Resolution*, Pearson College Division.
- Coltri, L. S. (2010). *Alternative dispute resolution a conflict diagnosis approach*. Boston, Mass: Prentice Hall.
- Fiadjoe, A. (2013). *Alternative Dispute Resolution A Developing World Perspective*. London: Taylor and Francis.
- Halim, A. (2011). *ADR in Bangladesh: Issues and Challenges*, Dhaka: CCB Foundation
- Hunt, R. (2019). *Alternative Dispute Resolution*. ADR Bulletin. Retrieved from <https://bit.ly/2Y61AXn>
- Mackie, Carl, James, Marsh, William, Alexander, . . . Lee, G. (2012, August 23). *Alternative dispute resolution guidelines*. Retrieved from <https://bit.ly/2LsRbz8>
- Roberts, S., & Palmer, M. (2005). *Dispute processes: ADR and the primary forms of decision-making* (2nd ed.). Cambridge: Cambridge University Press.
- Sourdin, T. (2016). *Alternative dispute resolution* (5th ed.). Rozelle, N.S.W.: Thomson Reuters (Professional) Australia.
- N.B.** *Additional reading materials/booklists will be given in the classes when necessary.*

Course Number and Title: PACS 413: Indigenous Studies

Credit Hours: 4

Course Description

The life and living of the indigenous people have been critical in the modern state system in many respects. Even a cursory look at the complexity of indigenous people reveals the difficulty of finding a precise, acceptable, and universal definition of who qualifies as indigenous people in Africa, America, and Asia. The debate persists over questions like recognition and rights, including rights to lands, resources, and self-determination. Given these circumstances, this course aims to discuss some of the key aspects of the debate and illustrates various initiatives of the international community to protect and promote the rights of the indigenous people.

Course Objectives

- To give an understanding of the issues and aspects of indigenous people of the world
- To illustrate and examine how the issues of rights and prerogatives of indigenous people have evolved in world affairs
- To examine and analyze politics associated with indigenous issues
- To understand and examine international instruments and policy frameworks related to the rights of indigenous communities and people

Course Contents

Number of Classes

Unit 1: Basic Understanding of Indigenous Issues **3**

- Introduction: Concept and definition of indigenous issues
- Who are indigenous people?
- Understanding indigenous issues: Indignity, race, ethnicity, and nations

Unit 2: Theoretical Perspectives of Indigeneity **5**

- What makes and connects people? Race, ethnicity, and citizenship
- Theories of identity formation
- The colonial imagination of number and identity politics
- Culture as an ideology of identity battleground
- Primordial and post-modern theories of identity politics

Class Test

Unit 3: Indigenous People around the World 5

- Indigenous people and their cultures in South Asia and Asia
- Indigenous people, identity, culture, and customs in Africa
- Indigenous people in Australia
- Indigenous people in Europe, Latin America, America

Unit 4: The Genesis of Indigenous Conflicts 4

- History of indigenous conflicts
- Colonialism, capitalism and indigenous movements
- Exploitation, aspiration of self-determination and conflict

Midterm Examination

Unit 5: Indigenous Issues and Politics 5

- Land, land policy and politics of resource control
- Self-government and self-determination movements
- The issue of human rights: violation and politics
- Development, culture, practice, and contention
- Poverty, development, and aggression

Unit 6: International Instruments of Indigenous Rights 5

- Indigenous activism in international politics
- Development of international instruments of indigenous rights
- ILO conventions and rights of indigenous people
- The UN declaration of indigenous rights
- International and national advocacy groups of indigenous rights
- Civil society, NGOs and movements for indigenous rights

Unit 7: Indigenous People in Bangladesh 3

- A brief history of indigenous people in Bangladesh
- Politics of majority and minority
- Identity politics and resource governance
- Development and indigenous issues

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Andersen, C., & Maaka, R. C. (2006). *The indigenous experience: Global perspectives*. Toronto: Canadian Scholars Press.
- Bijoy, C. R. (1993, June 26). Emergence of the Submerged-Indigenous People at UN. Retrieved from <https://www.epw.in/journal/1993/26/columns-random-reflections/emergence-submerged-indigenous-people-un.html>
- Champagne, D., Torjesen, K. J., & Steiner, S. (2005). *Indigenous peoples and the modern state*. Walnut Creek, CA: AltaMira Press.
- Das, J. K. (2016). *Human rights and indigenous peoples*. New Delhi: A.P.H. Pub.
- Dean, B. (2007). *At the risk of being heard: Identity, indigenous rights, and postcolonial states*. Ann Arbor (Mich.): University of Michigan Press.
- Gupta, A. (2005). *Human rights of indigenous peoples*. Delhi: Isha Books.
- Kingsbury, B. (1998). "Indigenous Peoples" in International Law: A Constructivist Approach to the Asian Controversy. *The American Journal of International Law*, 92(3), 414. doi:10.2307/2997916
- Minde, H., Jentoft, S., Gaski, H., & Midré, G. (2008). *Indigenous peoples: Self-determination, knowledge, indigeneity*. Delft, The Netherlands: Eburon Publishers.
- Niezen, R. (2003). *The origins of indigenism human rights and the politics of identity*. Berkeley: Univ. of California Press.
- Smith, C., & Ward, G. K. (2000). *Indigenous cultures in an interconnected world*. Vancouver: UBC Press.
- N.B. Additional reading materials/booklists will be given in the class when necessary.*

Course Number and Title: PACS 414: Media, Peace and Conflict

Credit Hours: 4

Course Description

This course aims to focus on how media not only creates social tensions but also promote peace and reconciliation in the society before, during, and after violence. Basically, this course will cover concepts and historical development of peace journalism and war journalism; conceptual building blocks and contents of peace journalism; peace journalism as a normative approach; theories of peace journalism; concept, typology and functions of media; media and conflict; individual, institution and ideological levels obstacles to peace journalism; framing theory and construction of media peace discourse; media and conflict transformation; principles of reporting on refugees, massacres and electoral violence. This course will also bring several case studies on peace journalism from diverse social contexts.

Course Objectives

- To introduce students with methodological and theoretical tools for studying peace journalism and war journalism
- To develop their analytical skill through group discussion and individual presentation on different case studies
- To make them understand about how the media industry works in Bangladesh from the perspective of framing theory
- To develop theoretical and empirical insights among students on how peace journalism can be a new approach to promoting peace and avoiding conflict

Course Contents

Number of Classes

Unit 1: Basic Understanding of Media

2

- Concept of mass media
- Differences between traditional and new media
- Different types and levels of media
- Nature of mass communications
- Role of mass communications
- Functions of mass communications for society
- Theories of comparative media systems

Unit 2: Concept and Analysis of War Journalism and Peace Journalism 3

- Concept of war/violence journalism
- Historical context to war journalism
- An alternative model (peace journalism)
- Differences between peace journalism and war journalism
- Normative premises of peace journalism
- Professional premises of peace journalism
- Academic premises of peace journalism
- Importance of peace journalism

Unit 3: Conceptual Building Blocks, Contents, and Feasibility of Peace Journalism 3

- Conceptual building blocks of peace journalism
- Issues and contents of peace journalism
- Construction of media peace discourse
- Peace journalism and global media ethics
- Criticisms against peace journalism
- Is peace journalism feasible in practice?

Class Test

Unit 4: Obstacles to Peace Journalism 2

- Global overview on obstacles for journalists
- Individual level obstacles to peace journalism
- Media institutional level obstacles to peace journalism
- Ideological level obstacles to peace journalism

Unit 5: Reporting and Understanding Violence 2

- A typology of violence
- The struggle for context
- Understanding and condemning
- Explaining or excusing
- Literacy in non-violence
- Consequences for reporting
- Realism versus the cycle of violence
- The framework of understanding

Midterm Examination

Unit 6: Media and Conflict

4

- Why war coverage matters?
- The internet in the social struggle
- Use of social media in Gaza conflict in 2012
- Twitter and Facebook revolutions
- The contradiction between the logic of a peace process and the professional demands of journalists
- Media as a tool of political propaganda
- Media influence on pro-war foreign policy
- Media and terrorism
- War journalism in Afghanistan

Unit 7: Media and Terrorism

2

- The relationship between terrorism and the media
- Effects of the relationship
- Countering terrorist use of the media

Unit 8: Media and Peace Movement

3

- Framing theory and the peace movement
- Realist and constructivist perspectives of media on the construction of 'reality'
- Nine principles of peace journalism on how to reporting on conflict
- Election and politics
- Media interventions in three stages of violence (before, during and post-violence)

Unit 9: Media, Peacebuilding and Reconciliation in Post-Conflict Societies

3

- Peace technology and peacebuilding
- Media social marketing in peacebuilding
- Journalists as peace-makers
- Current media efforts in facilitating post-conflict reconciliation
- Integrating several media channels into peacebuilding and conflict transformation frameworks

Unit 10: Asian Case studies on Peace/Conflict Journalism 2

- Peace journalism on the Tamil conflict of Sri Lanka
- Media framing of stories on Aceh and Maluku conflicts of Indonesia
- Newspapers framing of Mindanao conflict of Philippines
- Coverage of Kashmir conflict by India and Pakistan newspapers

Unit 11: African and European Case Studies on Peace/Conflict Journalism 4

- Lessons for peace journalism from Cameroon
- Peace journalism in Kenya
- Role of Studio Ijambo in Rwanda and Burundi
- Palestinian movement for peace and its global solidarity with Boycott, Sanctions, and Divestment (BDS) campaign
- Media driven anti-missile and Gulf War peace movement in Germany
- Use of radio and television for facilitating reconciliation in Bosnia

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

Abdul-Nabi, Z. (2017). Can Media Routines Hinder or Facilitate Peace Journalism? *Peace Review*, 29(4), 427-433. doi:10.1080/10402659.2017.1381513

Abid, M. (2017). War, Media, and War Journalism in Afghan Jihad. *Peace Review*, 29(4), 450-457. doi:10.1080/10402659.2017.1381512

- Blizzard, E. (2017). Peace Journalism in Palestines BDS Campaign. *Peace Review*, 29(4), 467-474. doi:10.1080/10402659.2017.1381516
- Bratic, V. (2008). Examining Peace-Oriented Media in Areas of Violent Conflict. *International Communication Gazette*, 70(6), 487-503. doi:10.1177/1748048508096397
- Bratic, V. (2013). Twenty Years of Peacebuilding, Media in Conflict and Strategic Framework. Retrieved from <https://bit.ly/2LsfFZ4f>
- Cooper, A. H. (2002). Media framing and social movement mobilization: German peace protest against INF missiles, the Gulf War, and NATO peace enforcement in Bosnia. *European Journal of Political Research - Wiley Online Library*. Retrieved from <https://bit.ly/2xVqUQY>
- Ersoy, M. (2017). Implementing Peace Journalism in the Media. *Peace Review*, 29(4), 458-466. doi:10.1080/10402659.2017.1381514
- Galtung, J. (2003). Peace Journalism. *Media Asia*, 30(3), 177-180. doi:10.1080/01296612.2003.11726720
- Hanitzsch, T. (2004). Journalists as peacekeeping force? Peace journalism and mass communication theory. *Journalism Studies*, 5(4), 483-495. doi:10.1080/14616700412331296419
- Hawkins, V. (2002). The Other Side of the CNN Factor: The media and conflict. *Journalism Studies*, 3(2), 225-240. doi:10.1080/14616700220129991
- Süleyman, I. (2006). Peace Journalism as a Normative Theory: Premises and Obstacles, *Global Media Journal: Mediterranean Edition*, 1 (2): 34-39. Retrieved from <https://bit.ly/2XURQ2Y>
- Kahn, R., & Kellner, D. (2004). New Media and Internet Activism: From the 'Battle of Seattle' to Blogging. *New Media & Society*, 6(1), 87-95. doi:10.1177/1461444804039908
- Katz, E., & Tamar, I. (2007). No More Peace: How Disaster, Terror and War Have Upstaged Media Events. *International Journal of Communication*, 1: 157-166. Retrieved from <https://bit.ly/2LVD7gG>
- Lee, S. T. & Maslog, C. C. (2005). War or Peace Journalism? Asian Newspaper Coverage of Conflicts. *Journal of Communication*, 55(2), 311-329. doi:10.1093/joc/55.2.311

- Lynch, J. (2017). Terrorism, the “Blowback” Thesis, and the UK Media. *Peace Review*, 29(4), 443-449. doi:10.1080/10402659.2017.1381504
- Mcquail, D. (1997). Accountability of Media to Society: Principles and Means. *Communication Theory and Research*, 90-102. doi:10.4135/9780857024374.d12
- Shinar, D. (2004). Media Peace Discourse: Constraints, Concepts and Building Blocks. *Conflict and Communication Online*, 3 (1/2): 1-8. Retrieved from <https://bit.ly/2O2i1jo>
- Snyder, D., & Kelly, W. R. (1977). Conflict Intensity, Media Sensitivity and the Validity of Newspaper Data. *American Sociological Review*, 42(1), 105. doi:10.2307/2117734. Retrieved from <https://bit.ly/2LY5evH>
- Tehrani, M. (2002). Peace Journalism: Negotiating Global Media Ethics. *The Harvard International Journal of Press/Politics*, 7(2), 58-58. doi:10.1177/108118002129172557
- Youngblood, S. (2017). Kenyan Media Test Peace Journalism Principles. *Peace Review*, 29(4), 440-442. doi:10.1080/10402659.2017.1381503
- Youngblood, S. (2017). Lessons for Peace Journalism from Cameroon. *Peace Review*, 29(4), 434-439. doi:10.1080/10402659.2017.1381502
- Zeitsoff, T. C. (2014). Does Social Media Influence Conflict? Evidence from the 2012 Gaza Conflict. *SSRN Electronic Journal*. doi:10.2139/ssrn.2407804

N.B. Additional reading materials/booklists will be given in the classes when necessary.

EIGHTH SEMESTER

Course No and Title: PACS 421: UN and World Peace

Credit Hours: 4

Course Description

The United Nations (UN) lies at the heart of maintaining world peace due to its active role in preventive diplomacy, peacekeeping, peacemaking, and post-conflict peacebuilding. This course introduces students to the UN system as the guardian of world peace and security. It also explores the history, institutions, core policies, and impacts of this supranational body in the context of contemporary global peace, security, and human rights. This helps students to understand the basic framework of the UN system, its relationship with other institutions in terms of maintaining peace and security. Moreover, it enumerates the process of how different institutions of the UN system works closely with different governments and what theoretical tools they use to ensure peace, security, human rights, and development in reality.

Course Objectives

- To know about the principles, aim, objectives and working methods of the UN
- To examine and analyze power, functions, and impact of different bodies of the UN framework to maintain global peace and security
- To examine the effectiveness of the current UN system as a guarantor of global peace
- To discuss and debate about the proposed plan of reform of the UN system

Course Contents

Number of Classes

Unit 1: Background and Genesis of the UN

3

- The post-World War I political scenario
- The League of Nations: origin and function
- The demise of the League of Nations
- Lessons learned from the League of Nations

Unit 2: The Genesis of the UN

5

- The UN: history, origin, and structure
- Different conferences to establish the UN
- The politics of setting up the UN

Class Test

Unit 3: The UN Charter 4

- The UN charter: what it covers?
- Discussion and analysis of different chapters
- Roles assigned to different bodies by the UN charter

Unit 4: UN Structure 9

- The UN General Assembly: composition, power, and functions
- The UN Security Council: composition, power, and functions
- The International Court of Justice: How it functions.
- The UN Secretary General: power, function, and effectiveness
- The Social and Economic Councils: role in human and social development

Midterm Examination

Unit 5: The UN and Other Wider Issues 6

- The UN role in human rights protection
- The UN role in ensuring international peace and security
- The UN and peacekeeping operations
- An accommodative UN: working with civil society and NGOs
- Assessing the role of UN in many respects: security, peace, humanitarian, etc.
- The UN and third/developing world

Unit 6: An agenda of UN reform 3

- The reform of the UN: How feasible and practical
- The UN reform proposal: adaptability and acceptability
- The difficulties of amending the UN Charter

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Alger, C. F. (2006). The United Nations System: A Reference Handbook (Contemporary World Issues). Retrieved from <https://bit.ly/2LIPC61>
- Cronin, B., & Hurd, I. (Eds.). (2008). *The UN Security Council and the politics of international authority*. London: Routledge.
- Danchin, P. G., & Fischer, H. (Eds.). (2010). *United Nations reform and the new collective security*. Cambridge: Cambridge University Press.
- Franck, T. (2003). What Happens Now? The United Nations after Iraq. *The American Journal of International Law*, 97(3), 607-620. doi:10.2307/3109846
- Gareis, S., & Varwick, J. (2012). *The United Nations: An Introduction*. Basingstoke: Palgrave Macmillan.
- Hurd, I. (2008). *After anarchy: Legitimacy and power in the United Nations Security Council*. Princeton, NJ: Princeton Univ. Press.
- Krasno, J. E. (Ed.). (2004). *The United Nations: Confronting the challenges of a global society*. Boulder: Lynne Rienner.
- Müller, J. W. (Ed.). (2006). *Reforming the United Nations: The struggle for legitimacy and effectiveness*. Leiden: Nijhoff.
- Pugh, M. C., & Sidhu, W. P. (Eds.). (2003). *The United Nations and regional security: Europe and beyond*. Boulder, CO: Lynne Rienner.
- Weiss, T. G., Forsythe, D. P., Coate, R. A., & Pease, K. S. (2018). *The United Nations and changing world politics*. London: Routledge.

N.B. Additional reading materials/booklists will be given in the classes when necessary.

Course Number and Title: PACS 422: South Asian Studies

Credit Hours: 4

Course Description

The course discusses the major characteristics of South Asia, i.e., its society, economy, and politics, which contribute to the development of South Asia as a region. In this context, it highlights the historical background of regional integration of South Asia as well as major stumbling blocks which hinders its potential. It discusses various intra and inter-state conflicts affecting regional peace and security. The course also discusses various bilateral and multilateral arrangements at different levels among South Asian countries.

Course Objectives

- To enlighten students about regional development of South Asia
- To understand the dynamics of South Asian society and polity
- To get familiar with the major regional conflicts of South Asia
- To develop student's analytical ability by applying various theories of peace and conflict in the context of South Asia

Course Contents

Number of Classes

Unit 1: Geopolitical Dynamics in South Asia

4

- What is geopolitics?
- South Asian realities
- Geopolitical and geostrategic conundrums
- Conflicts and violence
- Religion: a dominant geopolitical factor
- Arms build-up
- Water-sharing disputes
- Indo-Pak relations
- Challenges and responses

Unit 2: Conflicts in South Asia

4

- The nature of conflict in South Asia
- Types and causes of conflict
- The consequences of conflict on the society and state of South Asia

Class Test

Unit 3: Water Conflict in South Asia 4

- Socio-political sites of water conflict in South Asia
- Dams, barrages, and diversions
- Governance of transboundary water

Unit 4: Bangladesh-India Relations 4

- Historical background
- Trends of the relations in different regime
- Areas of cooperation
- Major issues of contention

Midterm examination

Unit 5: Kashmir Conflict 3

- Background of the conflict
- Causes of the conflict
- The Position of India and Pakistan regarding Kashmir
- Initiatives to address the conflict
- The role of the external actors
- Kashmir conflict and regional peace and security

Unit 6: Terrorism in South Asia 4

- The concept of terrorism
- Trends of terrorism in South Asia
- Types and causes of terrorism
- Approach to counterterrorism in South Asia

Unit 7: SAARC and Regional Integration in South Asia 4

- Background of SAARC
- Major areas of cooperation
- Challenges of SAARC
- The future of SAARC

Unit 8: Nuclearization of South Asia 3

- Nuclear force developments in South Asia
- Indian doctrines
- Pakistani doctrines
- Nuclear deterrence
- Role of the external actors
- Nuclearization and regional security

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmar, M. (2003). *Paradigms of conflict resolution in South Asia*. Dhaka: University Press.
- Chellaney, B. (2001). Fighting Terrorism in Southern Asia: The Lessons of History. *International Security* 26(3):94-116. Retrieved from <https://bit.ly/32uNyhg>
- Jetly, N. (1999). *Regional security in South Asia: The ethno-sectarian dimensions*. New Delhi: Lancers Books.
- Kabir, H. (2005). *Small states and regional stability in South Asia*. Dhaka: The University Press.
- Kabir, M. I. (2009). *Regionalism in South Asia: A critique of the functionalist approach*. Dhaka, Bangladesh: Academic Press and Public Library.
- Kalam, A. (2001). *Subregionalism in Asia: ASEAN and SAARC experiences*. Dhaka, Bangladesh: University Press.
- Kukreja, V., & Singh, M. P. (2008). *Democracy, development and discontent in South Asia*. London: SAGE.
- Kumar, A. G., & Saini, G. K. (2009). Economic Cooperation in South Asia: The Dilemma of SAFTA and Beyond. *Journal of South Asian Development*, 4(2), 253-281. doi:10.1177/097317410900400205
- Rupesinghe, K., & Mumtaz, K. (1996). *Internal conflicts in South Asia*. London: Sage Publication.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

PACS 423: Bachelor Thesis

The mandatory bachelor thesis writing is a supervised program in the department, which reflects its commitment to developing students' research skills in the field of Peace and Conflict studies. Under individual supervision of the faculty members (individual supervision is determined by the subject interests of the students and expertise of the faculty members), students learn how to turn a topical research interest into a research problem. Students must submit a research proposal on any topics of their interests to the Chairman of the Department at the beginning of the eighth semester. The research topics must be relevant to the core issues of the Department and be approved by the departmental Academic Committee. It is a full credit course to be evaluated on a scale of 100 marks. Students must submit two copies of their thesis to the Department on or before the final date of Viva-voce.

Viva-Voce

Viva-voce in the BSS Program is equivalent to a full credit hour (100 marks) which takes place every even semester (2, 4, 6, 8). The total marks are equally distributed: 25 marks in each semester. The examination committee members of the respective semesters will interview students to test their knowledge, presence of mind, and analytical ability about the subject they have studied in the previous semesters.

Part III - MSS Courses and Structure of the Curriculum

MSS Courses Number and Name

FIRST SEMESTER

PACS 511: Contemporary Peace Issues

PACS 512: Analysis and Management of Conflict

PACS 513: Human Rights and International Humanitarian Law

PACS 514: International Institutions and Global Governance

SECOND SEMESTER

PACS 521: Conflict Transformation and Peace-building

PACS 522: Terrorism and Counter-terrorism

PACS 523: War Studies

PACS 524: Advanced Topics on Peace and Conflict

PACS 525: Thesis/Internship

MSS Courses Outline

FIRST SEMESTER

Course Number and Title: PACS 511: Contemporary Peace Issues

Credit Hours: 4

Course Description

This course is designed to study issues which are inseparably linked to global peace and stability. It discusses key epistemological issues and problems connected with peace research in the context of the contemporary world. However, it also provides an overview of the history, development, and current expression of contending theoretical and practical approaches to preserving international peace, their underlying assumptions and methods, and specific applications to current conflicts.

Course Objectives

- To discuss key concepts of peace studies and various approaches to conflict handling
- To provide students with the theoretical approaches and historical background required to examine various aspects of conflict, violence, and peace, as they manifest themselves in the contemporary global order
- To understand the use of governmental mechanisms, including military force and bilateral and regional alliances to secure peace

Course Contents

Number of Classes

Unit 1: Violence, Peace in the 21st Century **3**

- Background, trends, and issues
- Emergent conflict and peace
- Civilization and peace

Unit 2: The Modern States and Global Challenges to Peace **4**

- Compromising Westphalia
- Why Unipolarity is not peaceful
- Pathways from oil to war

Class Test

Unit 3: Contemporary Peace Issues	5
<ul style="list-style-type: none">▪ Peace and the legal system;▪ Human security and Peace;▪ Gender and peace;▪ Climate change and insecurity;▪ Global Peace Index	
Unit 4: Clash of Civilization	3
<ul style="list-style-type: none">▪ The next pattern of conflict▪ Why civilization will clash▪ Culture Versus Civilization: A Critique of S. P. Huntington	
Midterm Examination	
Unit 5: Marxism in the 21st Century	3
<ul style="list-style-type: none">▪ The history of Marxism and Modernity▪ Class struggle and class conflict▪ Marxism's response to the newly emergent radical theories	
Unit 6: Peace Process	3
<ul style="list-style-type: none">▪ Why the peace process?▪ Stakes in a peace process▪ Theory and practices of the peace process▪ The peace process in the Cold War and the post-Cold War era	
Unit 7: Peace Agreement/Accord	4
<ul style="list-style-type: none">▪ Defining and assessing peace agreement/accord▪ Terms of the peace agreement▪ Obstacles to the Peace agreement▪ The Good Friday agreement: Legislative provisions towards peace	
Unit 8: Conflict Resolution and Peace	3
<ul style="list-style-type: none">▪ Religion and conflict resolution▪ Conflict and globalization▪ Global system and constitutional justice: forgiveness and reconciliation	
Unit 9: Cases studies on Global Peace Issues	2
<ul style="list-style-type: none">▪ Case studies related to contemporary global issues, conditions, historical perspectives of peace, and conflict.	

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Burchill, S. E. (2005). *Theories of International Relations* (3rd ed.). Retrieved from <https://bit.ly/2S9iPRN>
- Busby, J. W., Smith, T. G., White, K. L., & Strange, S. M. (2013). Climate Change and Insecurity: Mapping Vulnerability in Africa. *International Security*, 37(4), 132-172. doi:10.1162/isec_a_00116
- Colgan, J. D. (2013). Fueling the Fire: Pathways from Oil to War. *International Security*, 38(2), 147-180. doi:10.1162/isec_a_00135
- Dryzek, J. S., & Dunleavy, P. (2009). Marxism. *Theories of the Democratic State*, 79-99. doi:10.1007/978-0-230-36645-9_4
- Galtung, J. (1996). *Peace by peaceful means peace and conflict, development and civilization*. London: Sage Publication.
- KATZ, N. H. (1989). Conflict Resolution and Peace Studies. *The ANNALS of the American Academy of Political and Social Science*, 504(1), 14-21. Retrieved from <https://bit.ly/2GgcHCY>
- Krasner, S. D. (1995). Compromising Westphalia. *International Security*, 20(3), 115. doi:10.2307/2539141
- Miall, H., Ramsbotham, O., & Woodhouse, T. (2011). *Contemporary conflict resolution* (3rd ed.). Cambridge: Polity.

- Miall, H. (2007). *Emergent conflict and peaceful change*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Monteiro, N. P. (2012). Unrest Assured: Why Unipolarity Is Not Peaceful. *International Security*, 36(3), 9-40. doi:10.1162/isec_a_00064
- Nye, J. S. (2000). *Understanding international conflicts: An introduction to theory and history* (3rd ed.). New York: Longman.
- Olzak, S. (2010). Does Globalization Breed Ethnic Discontent? *Journal of Conflict Resolution*, 55(1), 3-32. doi:10.1177/0022002710383666
- Rashid, S., & Huntington, S. P. (2003). *The clash of civilizations? Asian responses*. Dhaka: University Press Limited.
- Selassie, B. H. (2011). Democracy and Peace in the Age of Globalization: Old Problems, New Challenges for Africa. *African Studies Review*, 54(1), 19-31. doi:10.1353/arw.2011.0019
- Tadjbakhsh, S., & Chenoy, A. M. (2007). *Human security: Concepts and implications*. London: Routledge.
- Tidwell, A., & Lerche, C. (2004). Globalization and Conflict Resolution. *International Journal of Peace Studies*, 9(1): 47-59. Retrieved from <https://bit.ly/2SxmCZP>
- Webel, C., & Galtung, J. (2007). *Handbook of peace and conflict studies*. London: Routledge. Retrieved from <https://bit.ly/2O3gnOG>

N. B. *Additional Reading materials/lists will be given in the classes when necessary.*

Course Number and Title: PACS 512: Analysis and Management of Conflict

Credit Hours: 4

Course Description

This course introduces students to the basic concepts and notions of conflict and conflict analysis. This course will help students to provide insights into understanding and explaining the causes and consequences of different types and/or forms of conflict at individual, group, organizational, societal, national, and international levels. The course will also introduce students to different tools, techniques, and/or methods of conflict management and conflict resolution.

Course Objectives

- To make students familiar with different issues and concepts of conflict and conflict analysis
- To help students broaden the purview of their knowledge in the areas of conflict resolution and peace-building; and
- To prepare students as future leaders in the areas of conflict analysis and dispute resolution

Course Contents

Number of Classes

Unit 1: Understanding Conflict: Conceptual Issues 4

- Conceptual meaning of conflict
- Different views on conflict
- Forms of conflict
- Types of conflict
- Levels of conflict
- Sources of conflict
- Theories about the causes of conflict
- Global patterns of conflict

Unit 2: Tools for Conflict Analysis 4

- Definition of conflict analysis
- Evolution of conflict analysis
- Approaches/modes of conflict analysis
- Importance of conflict analysis
- Tools for analyzing conflict analysis

Class Test

Unit 3: Conflict Model, Conflict Theory, and Conflict Practice 4

- Understanding conflict model
- Understanding conflict theory
- Understanding conflict research
- Conceptual meaning of conflict practice
- Conflict theory and Its relations to conflict model, conflict research and conflict practice

Midterm Examination

Unit 4: Power, Interdependence, and Conflict Management 6

- Concept of power
- The role of power in conflict management
- Types of power strategies used in conflict management
- Factors affecting power strategy use in conflict management/resolution
- Meaning of interdependence
- Sources of interdependence
- Costs and benefits of interdependence
- Levels of dependency
- Negotiation and mediation in conflict management
- Factors affecting negotiation

Unit 5: Conflict Resolution and Conflict Management 3

- The Principles of Conflict Resolution
- Conflict Resolution Model
- Stages of Interest-Based Conflict Resolution Model
- Conflict Management Methods

Unit 6: Theoretical Issues of Conflict Transformation 3

- Conceptual meaning of conflict transformation
- Conflict transformation for structural conflict
- Conflict transformation for frustration
- Conflict transformation for elementary actor conflicts
- The transcend dialogue method for conflict transformation

Unit 7: Armed Conflict and Peace Agreement

3

- Causes of armed conflict
- Types of armed conflicts
- Patterns of armed conflicts
- Outcomes of armed conflicts
- Armed conflict and peace accords between states

Unit 8: Regional and Sub-Regional Conflicts

3

- Nature of interstate conflict in South Asia
- Aspects of conflict resolution in South Asia
- Confidence Building Measures (CBMs), Track II Diplomacy, and Conflict Resolution in South Asia
- Conflicts in the Middle East

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Ahmar, M. (2003). *Paradigms of conflict resolution in South Asia*. Dhaka: University Press.
- Ballentine, K. (2005). *The Political Economy of Armed Conflict*. Viva Books.
- Barash, D. P., & Webel, C. P. (2017). *Peace and conflict studies* (4th ed.). Thousand Oaks (Calif.): Sage Publication.
- Brown, M. E. (1996). *The international dimensions of internal conflict*. Cambridge, MA: MIT Press.

- Christie, D. J., Wagner, R. V., & Winter, D. D. (2001). *Peace, conflict, and violence: Peace psychology for the 21st century*. Upper Saddle River, NJ: Prentice Hall.
- Coser, L. A. (1964). *The functions of social conflict*. New York: The Free Press.
- Donohue, W. A., & Kolt, R. (1994). *Managing interpersonal conflict*. Newbury Park: Sage.
- Farazmand, A. (2016). Managing Conflict in Organizations. In *Global Encyclopedia of Public Administration, Public Policy and Governance*. Switzerland: Springer International Publishing.
- Fisher, S. (2011). *Working with conflict: Skills and strategies for action*. London: Zed Books.
- Galtung, J. (2012). *Peace by peaceful means peace and conflict, development and civilization*. Oslo: Prio.
- Hellriegel, D., Slocum, J. W., & Woodman, R. W. (2001). *Organizational behavior*. Cincinnati, OH: South-Western College Pub.
- Kleiboer, M. (1996). Understanding Success and Failure of International Mediation. *Journal of Conflict Resolution*, 40(2), 360-389. doi:10.1177/0022002796040002007
- Noll, D. (2001). A Theory of Mediation. *Dispute Resolution Journal*. Retrieved from <https://bit.ly/2Rn8K62>
- Nye, J. S. (1997). *Understanding international conflicts: An introduction to theory and history*. New York: Longman.
- Ramsbotham, O., Woodhouse, T., & Miall, H. (2005). *Contemporary conflict resolution* (2nd ed.). Cambridge, UK: Polity Pres.
- Schelling, T. C. (2008). *The Strategy of conflict*. Vivo Books.
- Sriram, C. L., & Neilsen, Z. (2006). *Exploring subregional conflict opportunities for conflict prevention*. New Delhi: Viva Books Private.
- Vicuna, F. O. (2002). Arbitration in a New International Dispute Resolution System. *Dispute Resolution Journal*, 57(2), 64-71.
- Wallensteen, P. (2011). *Understanding conflict resolution: War, Peace and the Global System* (3rd ed.). London: SAGE Publications.
- Wulf, H. (2014). *Internationalizing and privatizing war and peace: The bumpy ride to peace building*. Place of publication not identified: Palgrave Macmillan.
- N. B.** Additional Reading materials/booklists will be given in the classes when necessary.

**Course Number and Title: PACS 513: Human Rights and
International Humanitarian Law**

Credit Hours: 4

Course Description

This course focuses on International Humanitarian Law (IHL) as developed through four Geneva Conventions of 1949, and its two Additional Protocol of 1977, and the two Hague Regulations of 1899. The prescribed means and methods of warfare under IHL covers a major part of this course. It also includes the treatment of particular classes of persons during an armed conflict such as prisoners of war (POWs), combatants, civilians under the Geneva Conventions. A major focus of the course is on how to implement the provision of IHL in armed conflict situations and the responsibilities of the parties to it, with particular focus on the role played by International Committee of Red Cross (ICRC). Different kinds of breaches of such rules of IHL and their consequences such a war crimes are also discussed. The course also deals with the limitations and the current challenges of warfare and the implementation of IHL, particularly in the era of the global war against terrorism.

Course Objectives

- To make the students well acquainted with the major source of the IHL namely four Geneva Conventions of 1949, and its two Additional Protocol of 1977, and the two Hague Regulations of 1899
- To provide the students with a solid understanding of the aims and objectives of IHL
- To make the students informed about various protections and legal restrictions prescribed by IHL during an armed conflict
- The students are also informed about the implementations of IHL and the obstacles to it and are required to make a critique of IHL

Course Contents

Number of Classes

Unit 1: Introduction to IHL and Fundamental Concepts 2

- Warfare, the logic of warfare, humanitarianism as developed through ages
- The concept of *jus ad bellum* and *jus in bello*
- Defining an armed conflict, international and non-international armed conflicts, various actors in armed conflict

- Scope of armed conflict, the test of control in armed conflict, wars of national liberation, the challenges of defining an armed conflict in the era of the global war against terrorism.

Unit 2: Sources of IHL

3

- Sources of international law and sources of IHL
- The four Geneva Conventions of 1949, and its two Additional Protocol of 1977, and the two Hague Regulations of 1899
- Nature and feature of Geneva law and the Hague Law
- The historical development of IHL-red cross movement, liber code, St Petersburg Declaration, the League of Nations period, the United Nations period, General Assembly Resolution 2444
- Prohibition on nuclear weapons and biological weapons during warfare
- Current challenges of IHL

Class Test

Unit 3: Means and Methods of Warfare

4

- Agents of warfare, the definition of a combatant, the significance of combatant status, unprivileged belligerents, combatant status in non-international conflicts.
- Duties of the combatant: the principle of military necessity, the principle of distinction, the principle of proportionality, not to make indiscriminate attacks
- Prohibited weapons during warfare- chemical and biological weapons, landmines and cluster munitions, nuclear weapons
- Ruses and perfidy, forbidden orders, environmental protection, cultural protection

Unit 4: Protection of Civilians

5

- Fundamental principle to protect the civilians under Geneva conventions, the concept of civilian and military objects
- Prohibited attacks, the principle of proportionality and precautionary measures to protect civilians, the prohibition of reprisals, and collective punishments
- Civilians in occupied territories, special treatment of sick and wounded civilians, medical personals, the role of protected emblems
- Protection of women, children and journalist under IHL and the protection of civil defense organizations.

Midterm Examination

- Unit 5: Protection of Combatants *hors de combat* (POWs)** 4
- POW status under IHL, the definition of POW, spies and mercenaries, unprivileged belligerents
 - Treatment of POWs, the capture of POWs, POW camps, treatment of medical and religious persons associated with armed forces
 - Disciplinary procedures, escape attempts, the labor of POWs, communication by POWs in the camps, release of POWs, death of POWs
 - POWs in non-international armed conflict, treatment of sick and wounded POWs
- Unit 6: Humanitarianism and Human Rights** 3
- The concept of human rights, development of universal human rights notion, historical events that shaped the development of international human rights laws, different with IHL
 - The role of UN and UN Documents on human rights (UDHR, ICCPR, ICESCR)
 - Human rights machinery under UN
 - Regional human rights system
 - Clashes of human rights, derogation, margins of appreciation
 - Human rights during armed conflict and current challenges
- Unit 7: Liability of States and Non-state Groups** 4
- State responsibility in armed conflict, the rest of control, acknowledgment, and adoption, the relevance of common article 1
 - Consequences of breaches of the state responsibility
 - Modes of enforcement: monitoring, reporting, International court of justice, Regional tribunals and critique of the system
 - Liability of non-state groups
- Unit 8: Liability of Individuals** 5
- Concept of international criminal law and its development, the Nuremberg Trial, post Nuremberg Trial, contemporary Trials ICTY, ICTR, ICC, and ICT-BD
 - Concept of international crimes, genocide, a crime against humanity, war crimes, crimes of aggression
 - Criminal responsibility, individual responsibility, command responsibility, inchoate responsibility.
 - Defences and sovereign immunity

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Antonio, C. S., & Antonio, F. S. (2005). *The new challenges of humanitarian law in armed conflicts: In honour of Professor Juan Antonio Carrillo-Salcedo*. Leiden: M. Nijhoff.
- Crowe, J., & Weston-Scheuber, K. (2015). *Principles of international humanitarian law*. Cheltenham. UK: Edward Elgar.
- DeMulinen, F. (1987). *Handbook on the law of war for armed forces*. Geneva: International Committee of the Red Cross.
- Gasser, H., & Haug, H. (1993). *International humanitarian law: An introduction*. Berne: Haupt.
- Green, L. C. (2008). *The contemporary law of armed conflict* (3rd ed.). Manchester: Manchester University Press.
- ICRC. (2019, June 04). International law on the conduct of hostilities. Retrieved from <https://bit.ly/2XQ6HeH>
- Kalshoven, F., & Zegveld, L. (2001). Constraints on the Waging of War: An Introduction to Humanitarian law. Retrieved from <https://bit.ly/2O3imT8>
- Levie, H. S. (1993). *Terrorism in war: The law of war crimes*. New York: Oceana Publications.

McCormack, T. L., & Simpson, G. J. (1997). *The law of war crimes: National and international approaches*. The Hague: Kluwer law international.

Medecine Sans Frontieres. (n.d.) The four Geneva Conventions of 1949 and its two Additional Protocol of 1977. *The Practical Guide to Humanitarian Law*. Retrieved from <https://bit.ly/2LsMtkR>

Pictet, J. (1985). *Development and principles of international humanitarian law*. Dordrecht: M. Nijhoff.

Roberts, A., & Guelff, R. (2010). *Documents on the laws of war*. Oxford: Oxford University Press.

Rosenblad, E. (1979). *International humanitarian law of armed conflict: Some aspects of the principle of distinction and related problems*. Geneva: Henry-Dunant Institute.

Sassoli, M. (n.d.). How does law protect in War? Retrieved from <https://bit.ly/2Sxn769>

UNESCO, *International dimensions of humanitarian law*. (1988). Paris.

N. B. *Additional Reading materials/lists will be given in the classes when necessary.*

Course Number and Title: PACS 514: International Institution and Global Governance

Credit Hours: 4

Course Description

This course deals with the new global governance, which has been initiated through the Bretton Woods System. This system gave birth to two organizations – the World Bank (WB) and International Monetary Fund (IMF) to reconstruct the global financial system and provide financial assistance to the underdeveloped countries aiming to alleviate poverty. At the same time, the United Nations Organizations (UNO) have emerged with a broader spectrum of global governance. The course mainly deals with the development of international institutions, its classifications, and relevant approaches; different schools of thought: realists, reformists and radicals; globalization, international organization, and regionalization; Bretton Woods system; the United Nations; international criminal court (ICC); international court of justice (ICJ); regional organizations, and the future of global order.

Course Objectives

- To familiarize students with the global governance system and the institutions initiated through Bretton Woods System
- To explore how these institutions function and their role in alleviating poverty in developing and underdeveloped countries
- To discuss the challenges of current global governance

Course Contents

Number of Classes

Unit 1: Introduction

4

- Introducing the course
- Discuss the interrelationships between international institutions and global governance
- Meaning and development of institutions/international institutions
- Typologies of international institutions
- Approaches/theories of international institutions

Unit 2: International Political Regime 4

- Meaning of international political regime
- Recent history of international political regime
- World War I and World War II and Global Order
- Bi-polar, unipolar and multi-polar worlds

Class Test

Unit 3: Global Governance 4

- Concept, aim/objective, and development of Global Governance
- UN System and the Global Governance
- Global Governance in the 21st Century
- Global Governance and International Institutions

Unit 4: Bretton Woods System 4

- Background of the Bretton Woods conference
- The results of the Bretton Woods conference
- The Bretton Woods System as a shifting of the paradigm of global governance/global order
- Rise of new financial institutions as actors of Bretton Woods System

Midterm Examination

Unit 5: International Monetary Fund (IMF) 4

- Introduction: Purpose of IMF, Membership of IMF, Modus operandi of IMF
- Structure and functions of the IMF
- Balance of payment
- Exchange rate stability
- IMF and global political economy

Unit 6: World Bank (WB) 4

- Introduction: Purpose of WB, Membership of WB, Modus operandi of WB
- Structure and functions of the WB
- Different era of WB funding as well as activities
- WB Loan/grant facilities to underdeveloped and developing countries
- WB and global political economy

Unit 7: International Court of Justice (ICJ) 3

- Introduction: ICJ as an organ of United Nations Organizations (UNO)
- Structure and Functions of the ICJ, procedure of ICJ's operation
- Challenges and opportunities of Reforming the ICJ

Unit 8: International Criminal Court (ICC) 3

- Introduction: Background of ICC
- Structure and functions of ICC, procedure of ICC's operation
- ICC and Rome Statute
- ICC and its regional and national implication with a focus on the International Criminal (Tribunal) Acts of Bangladesh

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Amr, M. S. (2003). *The role of the International Court of Justice as the principal judicial organ of the United Nations*. The Hague: Kluwer Law International.
- Bradford, C. I., Jr. (2009). Global Governance Reform for the 21st Century - oecd.org. Retrieved from <https://brook.gs/2Lvtxld>
- Carlsneas, W. *et.al.* (2002): International Organizations and Institution.in *Handbook of International Relations*. Sage Publications.
- Duffield, J. (2007). What Are International Institutions? *International Studies Review*, 9(1), 1-22. Retrieved from <http://www.jstor.org/stable/4621775>

- European Union Institute for Security Studies. (2010, December 15). Global Governance 2025: At a Critical Juncture. Retrieved from <https://bit.ly/2JCpMby>
- Finkelstein, L. S. (1995). What Is Global Governance? Retrieved from <https://bit.ly/1kHb1SJ>
- Front Matter. (2007). International Studies Review. Retrieved from <http://www.jstor.org/stable/4621774>
- Gilpin, R. (2003). Global Political Economy: Understanding the International Economic Order, Ch.9. Retrieved from <https://bit.ly/2LsCuvT>
- Glasius, M. (2007). *The International Criminal Court: A global civil society achievement*. Florence, KY: Routledge.
- Hodgson, G. M. (2006, March). What Are Institutions? Journal of Economic Issue, 40(1), 1-25. Retrieved from <https://bit.ly/2cGiqTY>
- Hye, H. A. (Ed.). (2000). Governance and International Development Community. *In Governance: South Asian perspectives*. University Press Limited.
- Islam, R. (2010). *Unnayaner Arthaniti*. Ch.10. Dhaka: University Press Limited.
- Kirsch, P. (2001). The International Criminal Court: Current Issues and Perspectives. *Law and Contemporary Problems*, 64(1), 3. doi:10.2307/1192353
- Krueger, A. (1998). Whither the World Bank and the IMF? *Journal of Economic Literature*, 36(4). doi:10.3386/w6327
- Malloy, M. P. (n.d.). Shifting Paradigms: Institutional Roles in a Changing World. Retrieved from <https://ir.lawnet.fordham.edu/flr/vol62/iss7/1>
- Scott, R.W. (2001): *Institutions and Organizations, Second Edition, Ch.1-3*, Sage Publications.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

- European Union Institute for Security Studies. (2010, December 15). Global Governance 2025: At a Critical Juncture. Retrieved from <https://bit.ly/2JCpMby>
- Finkelstein, L. S. (1995). What Is Global Governance? Retrieved from <https://bit.ly/1kHb1SJ>
- Front Matter. (2007). International Studies Review. Retrieved from <http://www.jstor.org/stable/4621774>
- Gilpin, R. (2003). Global Political Economy: Understanding the International Economic Order, Ch.9. Retrieved from <https://bit.ly/2LsCuvT>
- Glasius, M. (2007). *The International Criminal Court: A global civil society achievement*. Florence, KY: Routledge.
- Hodgson, G. M. (2006, March). What Are Institutions? Journal of Economic Issue, 40(1), 1-25. Retrieved from <https://bit.ly/2cGiqTY>
- Hye, H. A. (Ed.). (2000). Governance and International Development Community. *In Governance: South Asian perspectives*. University Press Limited.
- Islam, R. (2010). *Unnayaner Arthaniti*. Ch.10. Dhaka: University Press Limited.
- Kirsch, P. (2001). The International Criminal Court: Current Issues and Perspectives. *Law and Contemporary Problems*, 64(1), 3. doi:10.2307/1192353
- Krueger, A. (1998). Whither the World Bank and the IMF? *Journal of Economic Literature*, 36(4). doi:10.3386/w6327
- Malloy, M. P. (n.d.). Shifting Paradigms: Institutional Roles in a Changing World. Retrieved from <https://ir.lawnet.fordham.edu/flr/vol62/iss7/1>
- Scott, R.W. (2001): *Institutions and Organizations, Second Edition, Ch.1-3*, Sage Publications.
- N.B.** Additional reading materials/booklists will be given in the classes when necessary.

SECOND SEMESTER

Course Number and Title: PACS 521: Conflict Transformation and Peacebuilding

Credit Hours: 4

Course Description

Based on the interdisciplinary approach, this course aims to provide in-depth theoretical knowledge on the transformation of destructive conflict at different spheres ranging from inter-personal and inter-community to regional and international level. As a part of the conflict transformation process, this course examines issues, aspects, ethics, and politics related to peacebuilding. Throughout this course, students develop essential skills for and strategies of conflict transformation by taking practical lessons from various cultural and regional conflict transformation styles and practices.

Course Objectives

- To provide understandings of theories and approaches to study conflict transformation and peacebuilding
- To elaborate and examine issues, ethics, and dimensions of the conflict transformation process
- To examine and analyze the importance of peacebuilding once armed conflicts end
- To study about actors, issues, politics, and ethics of peacebuilding
- To understand and examine politics of addressing issues of post-conflict violence, and the past

Course Contents

Number of Classes

Unit 1: Conflict Transformation: Theories and Practice 3

- The concept of conflict transformation
- Basic issues of understanding conflict transformation
- Dimensions of conflict transformation
- The distinction between conflict resolution and conflict transformation

Unit 2: The Concept of Peacebuilding 5

- Understanding of peacebuilding
- Issues and aspects of peacebuilding
- Dimensions of peacebuilding

- The interconnectedness of peacemaking, peacekeeping, and peacebuilding
- Ethics of peacebuilding
- Top-down versus bottom-up approaches of peacebuilding
- Integrated peacebuilding

Class Test

Unit 3: Liberal Peacebuilding 4

- Liberal peace: nature and scope
- The liberal approach of peacebuilding
- Critiques of liberal peacebuilding
- The post-liberal peace and its significance

Unit 4: Strategies of Conflict Transformation 4

- Strategic process of conflict transformation
- Disarmament, demobilization and reintegration process
- Demilitarization of politics
- The transition from violence to peace
- Transitional justice

Midterm Examination

Unit 5: Civil Society, NGO and Peacebuilding 4

- Civil society and NGOs: a conceptual understanding
- The role of civil society in rebuilding war-torn societies
- The role of NGOs in peacebuilding
- The politics of securing funds for NGOs
- The neutrality and unbiasedness of NGOs engagement in peacebuilding
- Limitations and opportunities for engaging civil society and NGOs in peacebuilding

Unit 6: The UN in Peace Operations 6

- UN peacekeeping: objectives and scope
- The changing nature of UN peacekeeping
- Traditional and non-traditional peace operations
- Robust peacekeeping
- Bangladesh role in UN peace operations: opportunities and limits
- Bangladesh army and police in UN missions

Unit 7: Reconciliation

4

- Reconciliation: nature and scopes
- Importance of reconciliation after armed conflict
- The formal and informal reconciliation process
- The politics of reconciliation
- Truth and reconciliation commission

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Austin, B., Fischer, M., & Giessmann, H. (Eds.). (2011). *Advancing conflict transformation: The Berghof handbook II*. Opladen: Barbara Budrich.
- Austin, A., Fischer, M., & Ropers, N. (2004). *Transforming ethnopolitical conflict: The Berghof handbook*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Dane, L. F. (1997). Ethnic identity and conflict transformation. *Peace Review*, 9(4), 503-507. doi:10.1080/10402659708426100
- Dudouet, V. (2015). *Civil resistance and conflict transformation: Transitions from armed to nonviolent struggle*. London: Routledge, Taylor & Francis Group.
- Francis, D. (2002). *People, peace, and power: Conflict transformation in action*. London: Pluto Press.

- Illett, G., & French, B. J. (2009). *Resolving conflict: A practical approach*. South Melbourne, Victoria: Oxford University Press.
- Isenhardt, M. W., & Spangle, M. (2000). *Collaborative approaches to resolving conflict*. Thousand Oaks, CA: Sage Publications.
- Lederach, J. P. (1995). *Preparing for Peace: Conflict Transformation across Cultures*. Syracuse: Syracuse University Press.
- Ryan, S. (2016). *The Transformation of Violent Intercommunal Conflict*. London: Taylor and Francis.
- Schilling, K. (2012). *Peacebuilding and Conflict Transformation: A Resource Book*. Retrieved from <https://bit.ly/2Yb9RsN>

N.B. Additional reading materials/book lists will be given in the classes when necessary.

Course Number and Title: PACS 522: Terrorism and Counter-Terrorism

Credit Hours: 4

Course Description

The trend of global terrorism has become a dominant discourse in the field of peace and conflict studies as it undermines peace and security from local to international level. This course equips students with a comprehensive understanding of the recent trend of global terrorism. It mainly covers conceptual debates, historical trends, and actors of global terrorism; purposes, goals, and causes of terrorism; types of terrorism; terrorist tactics, strategies and behavior; new terrorism; terrorist financing, and policy responses to combat terrorism.

Course Objectives

- To introduce students to the conceptual debates, trends, and actors of modern terrorism
- To equip students with the ideology, method, and motivation of terrorist groups. Students will also come across the sources of terrorist financing and their transnational networks
- To understand the changing trends of global terrorism and the actors and interests associated with this
- To identify, explain and analyze counter-terrorism strategies employed by the government and communities around the world
- To assist students to acquire analytical skills to comprehend and explain terrorism at the national and international levels

Course Contents

Number of Classes

Unit 1: Understanding Terrorism

4

- Defining terrorism
- Major debates in the definition of terrorism
- Components of terrorism
- Purposes of terrorism
- Goals of terrorism

Unit 2: History of Terrorism 2

- Terrorism in the ancient period
- Terrorism in the middle age
- Modern terrorism
- Three waves of modern terrorism

Unit 3: Causes of Terrorism 3

- Various approaches to understanding the causes of terrorism
- Root causes of terrorism
- Triggers of terrorism

Class Test

Unit 4: New Terrorism 2

- Understanding new terrorism
- Background of new terrorism
- New terrorism vs. old terrorism
- Case study

Unit 5: Terrorist Profiling 2

- Understanding terrorist profiling
- Typology of terrorists
- The importance of terrorist profiling
- Trends in terrorist recruitment and membership

Unit 6: Terrorist Beliefs and Images 2

- Image of the enemy
- Image of themselves
- Image of the victims
- Nature of the conflict

Midterm Examination

Unit 7: State Terrorism 3

- Understanding state terrorism
- Patronage model and assistance model of state terrorism
- Domestic terrorism by the state
- Terrorism as an instrument of foreign policy
- Case study

Unit 8: Terrorist Financing

2

- Why do terrorists need funds?
- Methods and techniques of terrorist financing
- Traditional methods of terrorist financing
- Emerging methods of terrorist financing
- Case study

Unit 9: Terrorism in Bangladesh

4

- History of terrorism in Bangladesh
- Trends of terrorism
- Major terrorist groups
- Causes of terrorism
- Major terrorist incidences
- Government responses

Unit 10: Counter-terrorism

6

- International legal instruments to counter-terrorism
- Various approaches to counter-terrorism
- Counter-terrorism approaches of the Bangladesh Government

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Chellaney, B. (2002). Fighting Terrorism in Southern Asia: The Lessons of History. *International Security*, 26(3), 94-116. doi:10.1162/016228801753399736
- Combs, C. C. (2003). *Terrorism in the twenty-first century*. New Jersey: Prentice Hall.
- Crenshaw, M. (2004). The Psychology of Political Terrorism. *Political Psychology*, 411-431. doi:10.4324/9780203505984-22
- Goswami, A. (2002). *Combating terrorism: The legal challenge*. New Delhi: Military Affairs Series.
- Guelke, A. (2006). *Terrorism and global disorder: Political violence in the contemporary world*. London: Tauris.
- Horgan, J., & Braddock, K. (Eds.). (2014). *Terrorism studies: A reader*. London: Routledge.
- Kronenwetter, M. (2004). *Terrorism: A guide to events and documents*. Westport (Conn.): Greenwood Press.
- Mishra, H. B. (1999). *Terrorism: Threat to peace and harmony*. Delhi: Authorspress.
- Weinberg, L. (2009). *Global terrorism: A Beginner's Guide*. New York: Rosen.
- Zimmermann, D., & Wenger, A. (Eds.). (2008). *How states fight terrorism: Policy dynamics in the West*. New Delhi: Viva Books.
- N.B. Additional reading materials/book lists will be given in the classes when necessary.*

Course Number and Title: PACS 523: War Studies

Credit Hours: 4

Course Description

This course adopts the multidisciplinary approach to understand causes and conduct of war employing theoretical perspectives ingrained in history, philosophy, political science, economics, and psychology. It orients students to the modern nature of warfare and its global implications. Adopting no standard template, it brings in fruition many cutting-edge issues of modern warfare aiming at developing student's critical understanding of many phenomena which impact life from micro to macro level.

Course Objectives

- To introduce students with the history, nature, and dynamics of warfare
- To provide students a deeper understanding of the changing trends of warfare
- To familiarize students with the impact of war on the national and international scenario
- To provide students an understanding of the complex phenomenon of warfare and conflict

Course Contents

Number of classes

Unit 1: Introduction

3

- History of warfare
- Nature and dynamics of war
- Typology of war (e.g., civil war, ethnic war, resource-based war, and international war)
- The distinction between traditional and modern warfare

Unit 2: Theoretical Approaches to the Study of War

4

- Propositions of Clausewitz
- Anthropological theory of war
- The biological theory of war
- Realist perspective of war
- Hegemonic theory
- A bargaining model of war

Class Test

Unit 3: Dominant Issues of War

3

- Power struggle
- Territory
- Culture
- Ideology

Unit 4: Political economy of Warfare

3

- The economic functions of violence in armed conflict
- A stakeholder analysis in war economies: who benefits, who loses?
- From war economies to peace economies

Unit 5: Role of Warfare in the Rise and Fall of Civilizations

2

- Warfare in the ancient period
- Warfare in the medieval period
- Modern warfare

Midterm Examination

Unit 6: War in the Greater Middle East

3

- USA and Iraq
- Iraq and Iran
- Syria

Unit 7: Soviet Intervention in Afghanistan

3

- Background of the intervention
- Key actors
- Consequences

Unit 8: Global War on Terror

3

- Background of the war on terror
- War on terror and global peace and security

Unit 9: World War I and World War II

4

- Background of World War I
- Settlement of the war
- Consequences of the war
- World War II and its background
- Key actors of the war
- Settlement of the war

Unit 10: The International Criminal Court

2

- Structure
- Crimes within the Jurisdiction of the ICC
- How does the ICC Operate
- Implementation of the ICC justice process

Instructional Strategies

- Lecture
- Reading
- Discussion
- Presentation
- Library works

Course Assessment

- Class test
- Midterm examination
- Assignment
- Class attendance
- Semester final examination

References

- Betts, R. K. (2017). *Conflict after the Cold War: Arguments on causes of war and peace*. New York: Routledge.
- Bramson, L. (Ed.). (1973). *War: Studies from psychology, sociology, anthropology*. New York, NY: Basic Books.
- Clausewitz, C. V., Howard, M., & Paret, P. (1976). *On war*. Princeton, NJ: Princeton University Press.
- Dawson, D. (1996). The Origins of War: Biological and Anthropological Theories. *History and Theory*, 35(1), 1. doi:10.2307/2505515
- Diehl, P. F., & Goertz, G. (2000). *War and peace in international rivalry*. Ann Arbor: University of Michigan Press.
- Levy, J. S. (1985). Theories of General War. *World Politics*, 37(3), 344-374. doi:10.2307/2010247
- Malešević, S. (2019). *The sociology of war and violence*. Vancouver, B.C.: Langara College.
- Nelson, K. L., & Olin, S. C. (1980). *Why war? Ideology, theory, and history*. Berkeley: University of California Press.
- Vasquez, J. A. (2012). *What do we know about war?* Lanham, MD: Rowman & Littlefield.
- Wright, Q. (1964). *A study of war*. Chicago: University of Chicago Press.
- N.B.** Additional reading materials/book lists will be given in the classes when necessary.

Course Number and Title: PACS 524: Advanced Topics in Peace and Conflict

Credit Hours: 4

Course Description

This course will be offered in the second semester of the M.S.S Programme. The title and contents of the course are flexible but concentrate on any specialized topic relevant to the Peace and Conflict Studies. The central idea of this course is that - any interested faculty member of the Department with their respective individual expertise may develop this course as a full credit course taking official approval from the Academic Committee (AC) of the Department with fulfilling the requirement of the attendance of at least 10% of the total number of M.S.S students to this course.

PACS 525: Thesis/Internship

Thesis

The course aims at developing research skills of prospective students in the areas of formulation of research questions/hypotheses, choice of research methods, framing sample, data analysis, and presentation of findings of the research. The interested and eligible students must submit a research proposal on any topic of their interests to the Chairman of the Department at the beginning of the second semester of the MSS Program. The research topic must be relevant to the core issues of the Department of Peace and Conflict Studies and be approved by the Academic Committee of the Department. It is a full credit course to be evaluated on a scale of 75 marks for the thesis and 25 marks for thesis defense/viva-voce.

Internship

This course is designed to prepare students for a professional career and hence emphasizes short-term job training. Throughout this course, students interact with people of different professional status, age, race, and gender, and develop essential skills of professional practice through applying academic knowledge to problem-solving activities.

The prospective intern must work under a supervised program and hold a temporary professional position in any relevant governmental institution, international organization, or national non-government organization. The internship must be a minimum duration of 360 hour-long professional work spreading over 60 working days, including the final report writing. As a full credit course, the whole period of the internship will be evaluated by the internship report (75 marks) and oral defense/viva voce (25 marks).