

# Department of Peace and Conflict Studies

University of Dhaka

## CURRICULUM

### *Professional Masters in Peace, Conflict, and Human Rights (PMPCHR)*

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#### 01.0. Preface

*Peace* has always been at the centre of human desires ranging from personal quests to the goals of larger communities. Modern people culminated these quests into institutional forms to free the humanity from war, torture, hunger, illnesses and all other forms of physical and psychological sufferings. This institutional progress had become obvious in a juncture of history when human experienced catastrophes of apocalyptic scale twice in the forms of two world wars. A cold war replaced that history of bloodsheds with a fragile promise of peace, which grounded its feet on a delicate system of deterrence supported by a doctrine of ultimate horror, mutually assured destruction (MAD). While the strategic communities of East and West, especially the realists, were addressing the question of how to manage anarchy with deterrence, some scholars started asking an unconventional yet brave question; what peace is and how to achieve it. In the middle of 20<sup>th</sup> century, this academic inquiry has built a new discipline, mostly known as *peace studies*.

The discipline of peace studies has flourished since 1960s with the emergence of newer journals and institutions on peace and conflict both in Europe and North America. Scholars across Atlantic debated on the key concepts and concentrated ideas to shape this new discipline of academia. Universities all around the world started offering undergraduate and graduate programs on peace and conflict. Using this momentum of institutional advancement, the discipline grew stronger with its unique research agenda. Later in the last decade of twentieth century, critical school of IR and feminist school came up with some normative approach breaking the shackle of positivism in social sciences. These schools of thought strengthened peace studies by converging with some of its key assumptions and research agenda. On the other hand, rise of peace movement with both intergovernmental and non-governmental platforms added a pragmatic value to this discipline.

The University of Dhaka joined the global journey of this discipline by establishing the Department of Peace and Conflict Studies (PACS) on 8 June 1999 under the Faculty of Social Sciences. The purpose of the Department is to advance the interdisciplinary study and research into the conditions of peace and the causes of war and other forms of violence. The long-term aim is to make a contribution to the advancement of a peaceful world. Throughout last two decades, this department has made significant progress in promoting peace education by graduating a large number of students who are now contributing to different spectrums of the society.

In addition to Professional Masters in Peace, Conflict and Human Rights (PMPCHR); the Department currently offers a four-year Bachelor of Social Sciences (BSS) and one-year Master of Social Sciences (MSS) degrees. It also offers Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.) degrees. These programmes have been updated regularly as per the requirements and needs of the society as well as global academia. The BSS (Hons) and MSS courses are specifically designed to benefit strategists, law enforcement officers, journalists, NGO workers involved in human rights and humanitarian works, military officers, officers of paramilitary forces, government officials involved in policy formulation, foreign service personnel, officers of the intelligence services, teachers involved in teaching military science and arts, instructors of security studies, students of international relations, students of war and strategic studies and so on.

**02.0. Name of the Program**

Professional Masters in Peace, Conflict, and Human Rights (PMPCHR)

**03.0. The Programme**

The duration of the programme will be one year and a half (18 months) consisting of three semesters. The breakdown of activities in each semester is as follows:

Class teaching (including CT, Presentation and Mid Term)	15 weeks
Preparatory leave before final examination	01 week
Holding the semester final examination	02 weeks

**04.0. The distribution of marks for evaluation shall be as follows:**

Form of assessment	Distribution of marks
Semester Final Examination	50%
Mid-Semester Examination	20%
Term paper	15%
Class Test/Case presentation/Group discussion	10%
Class attendance and Participation	5%
Total	100%

**05.0. Grading Structure:**

For each course, the marks awarded for semester final examination, midterm examination, term papers/home assignment and active participation in class, class test will be summed up and converted into grades under a 4-point grading scale. Letter grades will be used to assess the performance of a student. Grades A+, A, A-, B+, B-, C+, C and D will represent pass and grade F will denote fail. The numerically equivalent grades for calculation CGPA are as follows:

## Grading:

Marks Range	Letter Grade	Grade Point	
80% and above	A+	4.00	Excellent
75% to less than 80%	A	3.75	
70% to less than 75%	A-	3.50	
65% to less than 70%	B+	3.25	Very Good
60% to less than 65%	B	3.00	
55% to less than 60%	B-	2.75	
50% to less than 55%	C+	2.50	Good
45% to less than 50%	C	2.25	
40% to less than 45%	D	2.00	Passing
Less than 40%	F	0.00	Failing
Incomplete	I <sup>1</sup>		
Withdraw	W <sup>2</sup>		

### 06.0 Certificate and Marksheet/Transcript:

(A) Prescribed format of the certificate from the University will be applied in this program. Controller of Examination from the University of Dhaka will be the signing authority.

### 07.0. Class Schedule and Period

The Class will be held on Friday and Saturday every week. The date and time of the class will be determined and/or changed (if needed) through the decision of the Academic Committee of the Department of Peace and Conflict Studies.

### 08.0. Course Matrix

Professional Masters in Peace, Conflict, and Human Rights (PMPCHR) program structure is as follows:

Professional Masters in Peace, Conflict, and Human Rights (PMPCHR) program

- Total Number of Course Units: 12
  - Taught Courses 11
  - Field Study and Viva-voce 01
- Total Number of Credit Hours: 48
- Total Marks: 1200

### 09.0. Program Structure

<sup>1</sup> Grade 'I' means incomplete of course(s) or semester, unable to complete the full requirements of the course for not being able to sit for the semester final examination will be given grade 'I'. The reason for incomplete of course(s) or semester must be non-academic which is beyond the student's control. In such situation the student will apply to the course teacher with the valid and authenticated evidence of such reason(s). The course teacher will report to the Chairman of the Examination Committee

The 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 will automatically be changed to an 'F' (meaning fail) grade. A maximum of two 'I' grades shall be allowed to a student in one semester.

<sup>2</sup> Grade 'W' means withdraw/drop a course/semester. A student may withdraw /drop course or semester without penalty if such permission is made before mid-semester examination. Withdrawals without penalty are not permitted after the mid-semester examination. A student may take readmission in the semester concerned with the next batch. As penalty a student will pay the fees for the whole year when taken readmission.

## Professional Masters in Peace, Conflict, and Human Rights (PMPCHR)

Semester	Courses	Credits/Hours	Marks
Semester I	PMPCHR 611: Fundamentals of Peace and Conflict Studies PMPCHR 612: Human Rights in Theory and Practice PMPCHR 613: Governance, Development, and Public Policy PMPCHR 614: Theories and Practices of Conflict Resolution	4×4 = 16	100×4 = 400
Semester II	PMPCHR 621: Research Methodology PMPCHR 622: Environmental Peace and Security PMPCHR 623: United Nations, Peacebuilding, and Social Justice PMPCHR 624: Security, Terrorism, and Counter Terrorism	4×4 = 16	100×4 = 400
Semester III	PMPCHR 631: Migration, Refugee Rights, and Protection PMPCHR 632: Civil Society, Development and Peace PMPCHR 633: Organizational Conflict Management and Capacity Development	4×3 = 12	100×3 = 300
	PMPCHR 634: Field Study PMPCHR 635: Viva Voce	2×2 = 4	50×2 = 100
	<b>Total</b>	<b>48</b>	<b>1200</b>

### 10.0. Administration of the Examination

The Programme Coordination Committee shall prepare a semester calendar before the beginning of a semester indicating and to be approved by Departmental Academic Committee and circulate among the students. The Academic Calendar will include:

- Class commencement date of the semester
- Dates of mid-semester examination
- Date of Final Examination
- Date of next semester commencement

10.1. At the beginning of the semester, a course teacher shall provide the students with a course outline indicating objectives, contents and activities related to the course, text books to be followed, the dates for mid-semester and submission of term papers/home assignments.

10.2. 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.

10.3. The dates for the semester final examination of the Department shall be coordinated by the Programme Coordination Committee

10.4. All students of the semester concerned shall have to fill in the semester final examination entry form,

supplied by the department/ University, on payment of dues determined by the Department/University, for appearing at the semester final examination.

10.5. 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.

10.6. The course teacher of each course shall submit the manuscript of the questions to the Chairman 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 of the semester final results within 3 weeks from the date of last examination held and recommend students' promotion to the next semester class.

10.7. Tabulation work shall be started after all the marks of the semester final examination are received by the Chairman for Examination Committee.

10.8. The Chairman 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.

10.09. The Controller of the Examination shall publish the results of the PMPCHR Programme and shall provide the transcript showing course wise grades and the Cumulative Grade Point Average (CGPA) of the candidates.

10.10. Any *unfair means* adopted in the examinations will be treated as a punishable offence as per the rules of the University.

### **11.0. Nature, Pattern and Type of Questions**

The nature, pattern and type of questions setting in the current Programme examination system shall be decided in the Departmental Academic Committee following the existing rules and practices.

### **12.0. Promotion**

- For promotion from first to the second year, a student shall require to earn a minimum CGPA of 2.00.
- Students failed to obtain required grade point will also be allowed to appear at the Supplement Examination. If they fail to obtain required marks/grade points in the Supplementary Examination, must seek readmission with the following batch.

- To obtain the degree a student shall require to earn a minimum CGPA of 2.25.
- 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 with payment of fees, but she/he shall clear her/his deficit by seating for separate examination within 30 days of the publication of the result with the permission of the Departmental Academic Committee.
- 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.

### **13.0. Improvement**

- A student earning 'F' grade in any course shall be allowed to improve the grade twice/two times only with the following batches with fees.
- 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 with fees.
- If a student obtains grades 'B' or less in a course, she/he shall be allowed to improve grades, either through a Supplementary Examination with fees 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 with fees. If they fail to obtain required marks/grade points in the Supplementary Examination, must seek re-admission with the following batch with semester fees.
- Improvement shall be allowed only once in a course and in such case the best grade amongst from the two will be considered.
- 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 with payments.
- 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 with payment.
- For improvement of grade in any course/s, the student shall apply to the Programme Coordinator within ten working days before the start of the semester final examination.
- 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.

### **14.0. Readmission**

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

14.02. 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.

14.03. Readmission shall be allowed only once either in the same class or in different classes.

## 15.0. Dropout

15.01. After taking re-admission in any semester, a student failing to earn the GPA for promotion form one semester shall be dropped out of the programme.

15.02. A student earning F grade in any course after taking readmission in any semester shall be dropped out of the programme.

## 16.0. Grievances

16.01. 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 Programme Coordinator
- The Chairman of the Department

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

16.03. If the student is dissatisfied with any grade given by the concern course teacher, he/she can lodge complain to the Programme Coordinator and request for reevaluation of his/her work with fees. A three member Committee formed by the Departmental Academic Committee will do the needful. The decision of the Grievance Committee would be the final.

## 17.0. Evaluation of the Course Teachers

17.01. There could be an option for the Department to introduce a process of evaluation of the course teachers.

17.02. If this case the PMPCHR Programme will follow the University's standard procedure.

## 18.0. Note on PLAGIARISM

Dhaka University does not tolerate any form of plagiarism by the students/candidates in their term papers, projects, dissertation, or examination. As a matter of fact, unethical behavior is not acceptable in any form. Please refer to the American Psychological Association (APA) Publication Manual (2001) as a guide in citing and referencing other people's work to avoid being accused of plagiarism.

## 19.0. The Courses

### Semester I

In the first semester of the Programme (PMPCHR) the following courses will be taught having 16 credit/hours and 400 marks:

Semester	Courses	Credits/Hours	Marks
Semester I	PMPCHR 611: Fundamentals of Peace and Conflict Studies PMPCHR 612: Human Rights in Theory and Practice PMPCHR 613: Governance, Development, and Public Policy PMPCHR 614: Theories and Practices of Conflict Resolution	4×4 = 16	100×4 = 400

## **PMPCHR 611: Fundamentals of Peace and Conflict Studies**

### **Intended Learning Objectives**

The learning objectives for each unit of this course carries distinct qualities, yet they are not mutually exclusive. However, the overall intended learning objectives are meticulously designed to provide students with a comprehensive understanding of the fundamental concepts, theories, and practical aspects of peace and conflict studies. By the end of this course, students will have empowered themselves to critically navigate intricate issues that shape our daily lives across diverse contexts, ranging from local to global. They will achieve this through their acquired critical thinking abilities, utilization of analytical skills, and the cultivation of a broadened perspective in real-world situations.

### **Course Outline<sup>3</sup>:**

#### **UNIT 01: Understanding Peace**

- Defining and explaining the concepts of peace
- Differentiating between positive and negative peace
- Components that constitute positive and negative peace
- Integration of and priorities between positive and negative peace

#### **UNIT 02: Nature and Dynamics of Violence**

- Understanding the types of violence: direct, structural, and cultural
- Examining the relationship between peace and violence
- Causes and triggers of violence
- Cycles of violence: The debates surrounding the inevitability of conflict versus the possibility of peace

#### **UNIT 03: Approaches to Peace Theories**

- Concepts of pacifism and peace dividend
- Liberal and hybrid peace
- Just War and Coercive Peace theories
- Democratic and dictatorial peace theories
- Nonviolent peace and Gandhian approach
- Comparative analysis

#### **UNIT 04: Emergence of Peace Studies**

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<sup>3</sup> This is a tentative outline of the module which may alter in the event of any unavoidable circumstances. The Department and the course teacher retain the right to make changes to this module.



Origins and historical influences of peace studies  
Post-World War II developments  
Evolution of peace research  
Peace studies as an academic discipline  
Critiques and challenges in peace studies  
Exploration of key events and thinkers

#### **UNIT 05: Culture of Peace**

Defining culture of peace  
Evolution of the culture of peace concept  
Components of a culture of peace  
Challenges and opportunities  
Local implementation and personal responsibility

#### **UNIT 06: Social Movement and Peace**

Historical development of social movements  
Theoretical frameworks of social movements  
Peace and conflict dynamics within social movements  
Comparing and contrasting nonviolent movements, activism, and civil disobedience  
Role of technology and media in social movements

#### **UNIT 07: Peace Education**

Defining and explaining the concept of peace education  
Historical evolution of peace education  
Essential components of peace education  
The relevance of peace education in conflict prevention

#### **UNIT 08: Security and Peace: Interplay and strategies**

Traditional and nontraditional security debates  
Collective security and challenges to global peace  
Small states vulnerability and threats to regional peace  
Human security and peace

#### **UNIT 09: Foreign Policy and Diplomacy**

Understanding foreign policy and diplomacy

Foreign policy decision-making process  
Functions of diplomacy  
Diplomatic immunities and privileges  
Bangladesh's foreign policy and diplomacy  
Challenges in modern diplomacy

#### **UNIT 10: Peace and Conflict Research**

Evolution and nature of peace and conflict research  
Epistemological and ontological foundations of peace and conflict research  
Methodologies in peace and conflict studies  
Global indexes related to peace, happiness, and democracy and their significance  
Case studies (e.g., Chittagong Hill Tracts) related to the concepts discussed

#### **Suggested Readings**

- Acar, Y. G., Moss, S. M., & Uluğ, Ö. M. (Eds.). (2020). *Researching peace, conflict, and power in the field: Methodological challenges and opportunities*. Springer Nature.
- Akinyoade, D. (2012). Ontology and epistemology for peace and conflict studies. In *Apresentado na International Conference on the Security Sector and Conflict Management, Institute of African Studies, Abadan, Nigeria* (Vol. 14).
- Cederman, L. E., & Pengl, Y. (2019). Global conflict trends and their consequences. *United Nations, Department of Economic and Social Affairs. ETH Zürich, Zürich*.
- Chapman, K. J. (2016). Digital activism: How social media prevalence has impacted modern activism (Doctoral dissertation).
- Fry, D. P., & Miklikowska, M. (2012). Culture of peace. In *Psychological components of sustainable peace* (pp. 227-243). New York, NY: Springer New York.
- Galtung, J. (1969). "Violence, Peace, and Peace Research." *Journal of Peace Research*. 6 (3): 167–191.
- Galtung, J. (1967). *Theories of Peace: A Synthetic Approach to Peace Thinking*. Oslo: International Peace Research Institute.
- Galtung, J. (1965). On the meaning of nonviolence. *Journal of Peace Research*, 2(3), 228-256.
- Harris, I. M. (2004). Peace education theory. *Journal of peace education*, 1(1), 5-20.
- Johnson, D. W., & Johnson, R. T. (2013). Essential components of peace education. In *Peace Education Tip V44# 4* (pp. 280-292). Routledge.
- Knight, M., Loayza, N., & Villanueva, D. (1996). The peace dividend: military spending cuts and economic growth. *Staff papers*, 43(1), 1-37.
- Lawler, P. (2008). Peace studies. *Security studies: An introduction*, 73-88.

- Layne, C. (2014). Kant or cant: The myth of the democratic peace. In *The Realism Reader* (pp. 301-310). Routledge.
- Mac Ginty, R. (2010). Hybrid peace: The interaction between top-down and bottom-up peace. *Security dialogue*, 41(4), 391-412.
- Marullo, S., & Meyer, D. S. (2004). Antiwar and peace movements. *The Blackwell companion to social movements*, 641-665.
- Moseley, A. (2011). Just war theory. *The Encyclopedia of Peace Psychology*.
- Peceny, M., Beer, C. C., & Sanchez-Terry, S. (2002). Dictatorial peace?. *American Political Science Review*, 96(1), 15-26.
- Rogers, P., & Ramsbotham, O. (1999). Then and now: Peace research—past and future. *Political studies*, 47(4), 740-754.
- Satow, E. M. (1922). *A guide to diplomatic practice* (Vol. 1). Longmans, Green and Company.
- Smoker, P., Davies, R., & Munske, B. (1990). *A reader in peace studies*.
- Williams, P. D. (Ed.). (2012). *Security studies: An introduction*. Routledge.

## **PMPCHR 612: Human Rights in Theory and Practice**

### **Intended Learning Objectives:**

This course provides the student with the capacity to identify issues and problems relating to the human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops investigative and analytical skills for deeper understanding about the changing trends of the global human rights regime. This course also intends to run to increase greater level of awareness among students in protecting and promoting human rights.

### **Course Outline:**

This course aims to offer professionals 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. It also highlights the latest issues and emerging areas of study within this discipline.

### **Unit 1: The Concept of Human Rights**

Definition of Human Rights

Origins of Human Rights

Promotion and protecting of Human Rights

### **Unit 2: Toward a Theory of Human Rights**

How Rights “Work”

Special Features of Human Rights

Human Rights and Human Nature

### **Unit 3: The International Bill of Human Rights**

The Universal Declaration of Human Rights

The International Covenant on Economic, Social and Cultural Rights (ICESCR)

The International Covenant on Civil and Political Rights (ICCPR)

### **Unit 4: Human Rights and International Action**

The Global Human Rights Regime

Regional Human Rights Regime

### **Unit 5: Group Rights and Human Rights**

The Concept of Group Rights

Liberal approaches to group differences

Individual rights and Group Rights

### **Unit 6: Development from a Human Rights Perspective**

The Changing Notion of Development

The Development Paradigm

The New International Economic Order

Human Rights in the Development Policy Framework

### **Unit 7: Right to Peace**

Concept of R2P

Declaration on the R2P

Right to Peace: From Ratification to Realization

Towards the enforcement of R2P

### **Unit 8: Human Rights Activism**

Definition of Human Rights Activism

Human Rights Activism, Advocacy and Change

Human Rights Activism in Bangladesh

### **Unit 9: Human Rights NGOs**

Definition of HRNGOs  
HRNGOs in Bangladesh  
Effectiveness of HRNGOs  
Case Studies: ASK, BLAST

## **Unit 10: National Human Rights Commission of Bangladesh**

The Establishment of the NHRCB  
NHRC Act 2009  
Structure of the NHRCB  
Functions of the NHRB

### **Suggested Readings:**

- Ahmed, I. (eds.) (2014) *Human Rights in Bangladesh- Past, Present and Futures*, Dhaka, The University Press Limited
- Calnan, S. (2008) *The Effectiveness of Domestic Human Rights NGOS- A Comparative Study*, Leiden: Martinus Nijhoff Publishers
- Chowdhury, S. A. (2017) *Promoting Effectiveness of Democracy Protection Institutions: A Study on the National Human Rights Commission of Bangladesh*, Doctoral Dissertation, Latrobe University
- Cooper, M. (1998), *The Birth of the Universal Declaration of Human Rights*, Social Education Human Rights Series, National Council for the Social Studies
- Donnelly, J. (2013) *Universal Human Rights in Theory and Practice*. Third Edition, USA: Cornell University Press
- Donnelly, J. (2007) *International Human Rights*. Colorado: Westview press
- Fernandez, C. G. & Puyana D. F. (2017) *The Right to Peace- Past, Present and Future*, San Jose, University of Peace
- Freeman, M. (2011) *Human Rights: An Interdisciplinary Approach*. 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*, Dhaka, National Human Rights Commission of Bangladesh
- Karimova, T. (2016) *Human Rights and Development in International Law*, New York, Routledge
- Levin, L. (2009) *Human Rights- Questions and Answers*, Paris, UNESCO Publishing
- Pollis, A. & Schwab, P. (2000) *Human Rights: New Perspectives, New Realities*. London: Lynne Rienner Publishers
- Shahabuddin, M., (2013) *The International Covenant on Civil and Political Rights: A Study on Bangladesh Compliance*, Dhaka, National Human Rights Commission of Bangladesh
- Smith, R. K. M. (2010) *Textbook on International Human Rights*. Oxford: Oxford University Press

## **PMPCHR 613: Governance, Development, and Public Policy**

### **Intended Learning Objectives:**

The focus of this course is an understanding on governance – the *modus operandi* of government, development and the policies of government that is the reflection of the *modus operandi* of government and how it leads to development. The aim is to give the students an overview of processes of government action, some basic and empirical knowledge about development and how does a government work to attain development. Governance, development and public policy is an interlocking concept. Better synchronization of these three concepts can contribute to enhance peace in the society. This course intends to run fostering both theoretical as well as practical knowledge among the students who come from diverse academic and professional background. It does so by providing an examination of the broad approaches to the subject matter and inventories of relevant policy actors, institutions and instruments those are involved in the public policy making and system of governance.

### **Course Outline:**

This is a projected outline of the module throughout the semester. This might be altered in case of any unavoidable situation. The Department and the course teacher reserve all rights to make any changes of this module.

#### **Unit 1: Governance**

**Governance** – concepts and understanding

Principle of governance, shared governance – local governance – good governance.

Governance in global space – global governance, governance in national space, governance in organizational space, governance in service space.

#### **Unit 2: Good governance**

Concept of Good Governance

Characteristics of good governance

Indicators of good governance.

State of (good) governance in Bangladesh

#### **Unit 3: Governance, Conflict and Peace**

Governance conflict/violent conflict and (in)security

Governance and peace

#### **Unit 4: Development**

**Development** – concepts and debates.

Development vs. Underdevelopment

Traditionalism vs. modernism

Political economy, development and International Organizations

Theories of development – modernization theory, dependency theory, world-systems, and globalization.

The models of development – Rostow's model, Statist model, Marxist model, liberal/market economy model, mix economy, welfare economy model

### **Unit 5: Public Policy**

**Public Policy** – meaning and concepts, policy process, stages of public policy

Major theories of public policy (public choice, welfare economic model, Marxism, pluralism, neo-institutionalism, statism etc.)

Models of Public Policy

### **Unit 6: Actors and Institutions of Public Policy**

The institutions of society,

The institutions of state

The institutions of international system

NGOS, civil society, bureaucracy and public policy

### **Unit 7: Agenda Setting**

Levels of agenda

The factors and actors of agenda setting

### **Unit 8: Policy Formulation and Decision Making**

Theories/models of decision making

Rational Model

Incremental Model

Garbage can Model

### **Unit 9: Implementation and Evaluation**

The compliance factors of policy implementation

The models of policy implementation

### **Unit 10: Empirical Analysis**

National Education Policy 2010

National Women Development Policy 2011

National Child Policy 2011

## Suggested Readings

Arn, J. (2002), 'The Hydra of Development Studies', Journal of Contemporary Asia, Boulder and London: Lynne Rienner Publishers. Cambridge University Press.

Desai, V and Potter, R.B. (2014), The Companion to Development Studies. London and Development: Approaches, Actors and Issues. Oxford University Press.

Dye, Thomas (1998): *Understanding Public Policy. Ch.2.*, Prentice Hall

Haque, M.S. (1999), Restructuring Development Theories and Policies: A Critical Study.

Hawlett, Michale & Ramesh, M. (2003): *Studying Public Policy: Policy Cycles and Policy Subsystems*, Oxford University Press, New York, USA

Haynes, J (2005), Palgrave Advances in Development Studies. London: Palgrave

Hill, Michael and Hupe, Peter (2003): *Implementing Public Policy*, Ch.2,6,7,8

Hill, Michael (ed.) (1997): *Policy Process: A reader*, Prentice Hall, London, UK

Hirschman (ed.), Essays in Trespassing Economics to Politics and Beyond.

Jenkins, Bil (1997): Policy Analysis: Modells and Approaches; in *Policy Process: A reader*, edited by Michael Hill.

Kingsbury D., Rementi J., McKay J., and Hunt J. (2004), Key Issues in Development.

Landes, David (2002), The Wealth and Poverty of Nations. London: Abacus.

Lehman, David (1979), Development Theory- Four Critical Studies. London: Frank Cass

Nafziger, E.W. (2012), Economic Development. Cambridge: Cambridge University Press. New York: Routledge.

Peet, Richard and Hartwick, Elaine (2009), Theories of Development. New York

Pieterse, J.N. (2010), Development Theory. London: Sage.

Randal, Vicky (2004), 'Using and Abusing the Concept of Third World: Geopolitics and

Rapley J. (2007), Understanding Development: Theory and Practice in the Third World.

Rediscovery of Social Science', New Political Economy, 10(4): 573-607. Reforms. Dhaka: University Press Limited.



Rhodes, R.A.W. (1997): *“Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability”*, Ch.3, Open University Press, Buckingham, Philadelphia

Rist, C. Ray (1995): *“Introduction”* in Ray C. Rist (ed.) *“Policy Evaluation: Linking Theory to Practice, The International Library of Comparative Public Policy, An Elgar Reference Collection*, pp. xiii-xxvi

Robinson, Joan (1979), *Aspects of Development and Underdevelopment*. London:

Rostow, W. W. *The Stages of Economic Growth* Author(s): *The Economic History Review, New Series, Vol. 12, No. 1 (1959)*, pp. 1-16 Published by: Blackwell Publishing on behalf of the Economic History Society  
Routledge

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## **PMPCHR 614: Theories and Practices of Conflict Resolution**

### **Intended Learning Objectives**

This course has an overarching objective of understanding conflict resolution issues from theoretical and practical perspectives. Therefore, it aims to offer various theories, approaches and strategies for conflict

management and resolution. In doing so, it also intends to share multiple case studies of peace processes that include not only the aspects and issues of conflict mediation and negotiation but also their intricacies in reaching a resolution point. Besides offering to share knowledge of inter-state and intra-state conflict resolution processes to which important institutions and states played conflict resolution roles, it allows course participants to bring their practical experience of contributing to the conflict resolution process. Besides structural issues and aspects of conflict resolution, this module also explores advantages and issues of alternative dispute resolution that are applied in various localised and domestic contexts to settle disputes. Therefore, participants of this module have scopes of learning broader theoretical and practical aspects of conflict management and resolution in different conflict settings.

### **Course Outline and Lecture Units**

This is a projected outline of the readings throughout the semester. This could be reconsidered in case of any unavoidable situation. The course teacher reserves all rights to make any changes to this module.

#### **Unit 1: Understanding conflict, violence and war**

- Conflict: conceptual understanding
- Causes, actors and factors of conflicts
- Relationship between conflict, violence and war
- Contemporary trends of armed conflicts

#### **Unit 2: Fundamentals of understanding conflict resolution**

- Relationship between conflict and conflict resolution
- Conceptual understanding and ambiguities of conflict resolution and other relevant concepts
- Basic theories of conflict resolution
- Actors and factors of effective conflict resolution

#### **Unit 3: Conflict analysis and conflict resolution**

- Conflict analysis: aims and objectives
- Relations between conflict analysis and conflict resolution
- Tools and approaches to conflict analysis

#### **Unit 4: Conflict resolution: Tools and strategies**

- Negotiation
- Mediation
- Arbitration
- Facilitation
- Challenges and effectiveness of these tools and strategies

### **Unit 5: Peace process and peace settlement**

Conceptual understanding of peace process and peace settlements

Attributes and types of peace processes

Political peace settlements: opportunities and challenges

### **Unit 6: Role of UN in conflict resolution**

UN peacemaking and peacekeeping

UN Charter-based approaches to conflict resolution

Effectiveness and challenges of the UN peacemaking process

### **Unit 7: Case studies of conflict settlement/resolution**

Sri Lankan peace process

Peace process in the Chittagong Hill Tracts

### **Unit 8: Alternative Dispute Resolution (ADR)**

Conceptual understanding of ADR

Under what context ADR applies

Application and applicability of ADR in fragile contexts

Strengths and challenges to ADR application

### **Unit 9: Visiting a community-oriented, localised peace negotiation process**

Knowing about a localised, domestic conflict resolution process

Analysing the actors and their role and factors involved in a negotiation process

Understanding the dynamics, strategies and outcome of a negotiation process

Analysis of settlement framework

### **Unit 10: Conflict management to transformation**

Distinction between conflict management and transformation

Dimensions of transforming conflict dynamics

Trauma, empathy and reconciliation

### **Suggested Reading List**

Brigg, Morgan (2008) *The New Politics of Conflict Resolution: Responding to Differences*, New York: Palgrave Macmillan.

Darby, John and Mac Ginty, Roger (2008) *Contemporary Peacemaking: Conflict, Peace Processes and Post-war Reconstruction*, New York: Palgrave Macmillan.

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