

Peace and Conflict Studies

STUDY GUIDE Spring 2025

(30 ECTS credits)

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Changes may occur

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Dates and Deadlines

<p>Self-study 16 Dec - 03 Feb</p>	<p>Email contact with Seminar Leader. Students are expected to read approx. 250 pages of course literature and write a short paper of 1800 words (+/- 10%), which equates to 4-5 pages.</p> <p>Hand-in of short paper – must achieve an ‘approved’ grade. Submit by 03 Feb on Canvas (in case you face any technical difficulties, do not hesitate to contact OsloMet and/ or anna@kulturstudier.no)</p>
<p>Study in Nepal Week 1 10 -14 Feb</p>	<p>Introduction to Nepal I. Lecturers: Dr. Lina Gurung, Bidushi Dhungel, Pabita Timilsina, Prof. Chandra Bhadra</p> <p>Seminar (Optional): Academic Reading Introduction</p>
<p>Week 2 17 -21 Feb</p>	<p>Introduction to Peace and Conflict Studies Lecturer: Dr. Ingri Buer</p>
<p>Week 3 24 – 28 Feb</p>	<p>Introduction to Peace and Conflict Studies Lecturer: Dr. Ingri Buer</p> <p>Seminar: Organising groups for group paper</p> <p>Long Weekend</p> <p>Time for course readings, GP topic finding and travels in Nepal.</p>
<p>Week 4 03 – 07 March</p>	<p>Peace and Conflict in South Asia Lecturer: Prof. Priyankar Upadhyaya</p>
<p>Week 5 10 – 14 March</p>	<p>Peace and Conflict in South Asia Lecturer: Dr. Debendra Prasad Adhikari</p> <p>Research Methodology Seminar Leader: Anna Falch</p> <p>Seminar: group paperwork topic approval.</p> <p>Second Long Weekend Time for course readings, GP topic finding and travels in Nepal.</p>
<p>Week 6 17 – 21 March</p>	<p>Field Visits and Guided Reading Time</p> <p>Field Trips tbc e.g. Pokhara University, Kopila NGO, Himalayan Plastic etc.</p> <p>Seminar: Academic reading (optional) and writing, group paperwork. Oral presentation of group paper topics will take place during this week.</p>
<p>Week 7 24 – 28 March</p>	<p>Conflict Resolution and Peacebuilding Lecturer: Jenn Weidman</p> <p>28 March - Deadline for group paper draft Seminar, group paperwork</p>

<p>Week 8 31 Mar – 4 Apr</p>	<p>Field Visits and Group Paperwork</p> <p>Writing group paper: Groups must write a paper of 4500 words (+/- 10%), which equates to tentatively 10 pages with 1.5 spacing. The paper will be on a defined topic, drawing on literature from the lectures and 200 pages of individual/group choice literature.</p> <p>Seminars</p>
<p>Week 9 07 – 11 Apr</p>	<p>Writing up group paper, plus Seminars</p>
<p>Week 10 14 – 18 Apr</p>	<p>Writing up and submitting group paper Deadline for submitting group paper: 16 April</p> <p>End of programme in Nepal</p>
<p>Home exam 22 Apr – 13 May</p>	<p>Individual home exam</p>

1. Introduction

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

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

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

If there are any academic questions that have not been answered in the Study Guide, please contact:

the academic coordinator, **Mira Kinn**
mira@kulturstudier.org

and/or the seminar leader, **Anna Falch**
anna@kulturstudier.no

All other inquiries, please contact **our office in Oslo**
mail@kulturstudier.no or by telephone: +47 22358022.

The Study Guide contains the following sections:

- **Course Content**
The three sections of the course are outlined with the corresponding student requirements.
- **Practical Information**
A summary of the course practicalities is provided, such as working hours, accommodations, free time etc.
- **Lecture plan and Course Reading List**
For the ten weeks in Nepal, the timetable for lectures is set out with associated texts listed.
- **Course Lecturers and Staff**
An overview of the course coordinators and visiting lecturers is provided.
- **Guidance on Writing Essays**

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

- **Internet Resources**

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

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

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

What is personal data?

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

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

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

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

OsloMet as a Norwegian university is obliged to make all researchers or students who want to collect personal data as part of their research, report to a register named SIKT, and eventually an internal protocol at OsloMet. This requires: a worked through project

description, good planning, long-time span, and guidance from teachers. This requires more time and resources than this course covers, and students are therefore told not to do such data collection as part of either their exams or other work-requirements. This is in line with most BA studies at OsloMet, and important to follow.

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

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

2. Course Content

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

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

Part 1 – Self Study Period

(16 Dec – 03 Feb)

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

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

Student Requirement

Assignment 1 – Short Paper

Deadline: 03 February

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

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

Deadline: 03 February

- Individual work
- 1800 words ($\pm 10\%$)
- Must be marked 'approved' for student to progress

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

- (1) a short reference in the text, which is linked to the literature
- (2) a full reference in the list of sources used, called 'Literature'. Advice on how to do this is given in Section 6.

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

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

The finished short paper should be submitted on Canvas. In case of any technical difficulties, contact OsloMet and/or anna@kulturstudier.no immediately.

Part 2 - Study in Nepal

(08 Feb – 19 Apr)

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

Lectures

Lectures will be given corresponding to the major parts of the course mentioned above. There will be different series of lectures run by different visiting teachers. The first lecture starts on **Monday, 10th of February**. There will normally be lectures on all weekdays. **Student participation is compulsory. It is essential to have read the relevant articles and chapters on the reading list prior to each lecture.** (For further details, see Section 4: Lecture Plan and Reading List).

Seminars

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

Field Visits

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

Working in groups

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

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

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

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

Student Requirement

Assignment 2 - The Group Paper

Deadline: 16 April (to be confirmed)

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

Deadline: 16 April (to be confirmed by OsloMet)

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

Groups will consist of 4–5 members. Lectures and seminars will be held on doing research and writing assignments. Help will be given to find suitable topics for the group paper. The topic must be approved by the seminar leader(s). The group paper should describe, reflect

and discuss the chosen topic/s critically. The members of each group are expected to work together and produce a common product, namely a *group paper*, which the group shall hand in by the end of the course in Nepal. It is a requirement of the course that each student takes an active part in researching and writing the group paper. If a student does not take part, they will be given a warning by the seminar leader(s). If the student persists in not taking an active part in the group work, the seminar leader(s) will discuss with OsloMet whether to assign extra work for the student on this task.

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

1. Course readings and lectures should be used as background to the group paper: you should demonstrate an understanding of the course and its content.
2. Groups are expected to compile approximately 200 pages from additional literature, preferably connected to Nepal or another part of South Asia.
3. The group paper should contain 4500 words +/- 10%, which equates to tentatively 9 pages if single-spaced or 18 pages in case it's double-spaced.

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

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

Assistance with group paper

One of the advantages of studying Peace and Conflict Studies in Nepal is the availability of lecturers and the seminar leader(s). The group paper is the product of the students. However, during the writing process, the seminar leader(s) will give assistance. To ensure progress in the writing process, students will have to commit to certain deadlines. Soon after the groups are formed, they will have to agree on a topic for the paper. The group is also entitled to two reviews/tutorials; one in the early stage and one in the final stage. However, the seminar leader(s) must be given sufficient time to read and comment on the draft.

The group paper is to be submitted to OsloMet according to deadlines and instructions you will receive from OsloMet.

Part 3 – Home Exam

(22 Apr – 13 May)

Student Requirement

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

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

Deadline: 13 May (to be confirmed by OsloMet)

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

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

The home exam essay should contain 4400 words ($\pm 10\%$), which equates to 8 pages single spaced, or 16 pages double-spaced, using literature from the compulsory reading list. One internal and one external examiner will assess the home exam. It will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

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

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

3. Practical information for being in Nepal

If you have trouble finding your way or need to contact us, you can reach our field manager **Oda Steen**

Tel.: +977 9803144549 (WhatsApp: +47 94034850)

Email: oda@kulturstudier.no

Programme Study time

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

Free time

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

Opportunity for self-travel

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

4. Lecture Plan and Course Reading Lists

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

Set Books

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

📖 Ramsbotham, O., Woodhouse, T. & Miall, H. (2016). *Contemporary Conflict Resolution* (4th ed.). Cambridge UK: Polity Press.

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

📖 Richmond, O. P., Pogodda, S. & Ramovic, J. (eds.) (2016). *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan.

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

📖 Majumdar, A. J., & Chatterjee, S. (eds.) (2021). *Peace and Conflict Studies: Perspectives from South Asia*. New York : Routledge.

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

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

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

- 📖 Buckley-Zistel, S. (2006). In-Between War and Peace: Identities, Boundaries and Change after Violent Conflict. *Millennium*, 35 (1), 3–21. <https://doi.org/10.1177/03058298060350010101>.
- 📖 Cohn, C. (2013). Women and War: Towards a Conceptual Framework. In C. Cohn (Ed.), *Women and Wars: Contested Histories, Uncertain Futures* (pp. 1–35). Polity.
- 📖 Galtung, Johan (1990): “Cultural Violence”, in *Journal of Peace Research*, Vol. 27, No. 3, pp. 291- 305 (14pp).
- 📖 Hughes, Caroline (2016):” Peace and Development Studies” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 10, pp.139-153 (14pp).
- 📖 Johnson, James Turner. 2011. “The Use of History for Thinking About Morality and War.” In *Ethics and the Use of Force*, 1st ed., 1–12. Taylor & Francis; Taylor & Francis. <https://doi.org/10.4324/9781315580388-1>.
- 📖 Kolås, Åshild (2014): “Conflict Resolution and Peacebuilding: Ideas, ^{SEP}Approaches and Debates”, in Priyankar Upadhyaya and Samrat S. Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 1, pp. 1-22, (22pp).
- 📖 Krampe, Florian and Ashok Swain (2016): “Human Development and Minority Empowerment: Exploring Regional Perspectives on Peace in South Asia” in Oliver P. Richmond et. al. (eds.) (2016): *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, New York: Palgrave Macmillan, Chap. 27, pp. 363-375 (12pp).
- 📖 Kumar, Samrat Schmiem and Elida K. U. Jacobsen (2014): “Plurality of Peace, Non-Violence and Peace Works in India”, in Priyankar Upadhyaya and Samrat Schmiem Kumar (eds.) (2014): *Peace and Conflict. The South Asian Experience*, New Delhi: Foundation Books/Cambridge University Press, Chap 5, pp. 82-102 (21 pp).
- 📖 Lancee, Bram, and Sergi Pardos-Prado. 2013. “Group Conflict Theory in a Longitudinal Perspective: Analyzing the Dynamic Side of Ethnic Competition.” *The International Migration Review* 47 (1): 106–31. <https://doi.org/10.1111/imre.12015>.

📖 Michaels, A. (2024). Nepal: A History from the Earliest Times to the Present (1. utg.). Oxford University Press; New York: Oxford University Press.
<https://doi.org/10.1093/oso/9780197650936.001.0001>

📖 Moawad, Nazli (1996): “An Agenda for Peace and a culture of Peace”, in UNESCO (1996): From a culture of violence to a culture of peace, Paris: UNESCO Publishing, pp. 177-193 (17pp).

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

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016): “Introduction to Conflict Resolution: Concepts and Definitions” in Contemporary Conflict Resolution, Cambridge UK: Polity Press, Chap. 1, (35pp).

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

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

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

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

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

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

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

10 - 14.02 General Introduction to Nepal

Lecturer: Dr. Lina Gurung, Bidushi Dhungel, Prof. Chandra Bhadra and Pabita Timilshina

Lecture Series 1 - Introduction to Peace and Conflict Studies

Lecturer: Dr. Ingri Buer

Lecture 1. Violence and Conflict

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

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

Lecture 2. Modern Understandings of War

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

📖 Buhaug, & Von Uexkull, N. (2021). Vicious Circles: Violence, Vulnerability, and Climate Change. Annual review of environment and resources, 46(1), 545–568. <https://doi.org/10.1146/annurev-environ-012220-014708>

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

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

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

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

Lecture 4. The Local Turn

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

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

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

Lecture 5.: Maintaining Order: Peacekeeping

📖 Ramsbotham, Oliver, Tom Woodhouse and Hugh Miall (2016)^[1]_{SEP} “The prevention, management and transformation of deadly conflicts” in *Contemporary Conflict Resolution*, Cambridge UK: Polity Press, Chapt. 5, (27pp), (self-study)

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

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

Lecture 6: Ending Violent Conflict: Peacemaking

📖 Ramsbotham. (2016). *Contemporary conflict resolution: Ending Violent Conflict - Peacemaking* (Tom Woodhouse, Ed.; 4th ed.). Polity Press. Ch. 7, (pp. 171 - 197)

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

Lecture 7. Postwar Reconstruction

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

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

Lecture 8. Reconciliation and Cultures of Peace

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

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

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

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

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

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

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

Lecture 10. Gender Perspectives on Peace and Violence

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

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

Lecture 11. Post-colonial Perspectives on Peace

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

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

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

Lecture 12. Media and Peace Journalism

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

📖 Moreno, J. A., Kinn, M., & Narberhaus, M. (2022). A stronghold of climate change denialism in Germany: Case study of the output and press representation of the think tank EIKE. *International Journal of Communication*, 16, 22.

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

Lecture Series 2 – Peace and Conflict in South Asia

Lecturer: Prof. Priyankar Upadhyaya

Dr. Debendra Prasad Adhikari

Course Book:

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

Lecture 1. Post-colonial South Asia

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

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

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

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

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

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

📖 Pandey, Gyanendra (1992): "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today", in *Representations*, No. 37, Special Issue: *Imperial Fantasies and Postcolonial Histories* (Winter, 1992), pp. 27-55^[L1]_[SEP](29pp).

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

Lecture 3. Democracy and Inequality in India

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

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

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

doi:10.4324/9781003084167. Ch. 10 Social Conflict and caste: A security challenge: Debi Chatterjee (pp.149-159) 10pg.

Lecture 4. Peace and Conflict in Afghanistan

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

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

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

📖 Majumdar, A.J. & Chatterjee, S. (2020c) *Peace and Conflict Studies: Perspectives from South Asia*. [Online]. Milton, Taylor and Francis; Milton: Taylor and Francis. Available from: doi:10.4324/9781003084167. Ch. 9 Towards sustaining peace: A transformative UN approach: Priyan

Lecture 5. Conflict Dynamics and Reconstruction: Sri Lanka

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

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

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

Lecture 6. Media Discourse and Peace Journalism in South Asia

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

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

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

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

Lecture 7. New Media and Ethnic Violence in South Asia

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

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

Lecture 8. The India-Pakistan Conflict on Kashmir

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

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

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

Lecture 9. Environmentalism and forced Migration in South Asia

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

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

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

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

Lecture 10. Peace in South Asia

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

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

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

Lecture Series 3: Conflict Resolution and Peacebuilding

Lecturer: Jenn Weidman

Lecture 1. Peace and Conflict Definitions

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

Lecture 2. Conflict Analysis

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

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

Lecture 3. Peacebuilding

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

Lecture 4. Peacebuilding, the International Community, and the Environment

📖 Lederach, J. P. (2024). Environmental Silence: A Century Dedicated to the Nine Million. *Exploring Environmental Violence: Perspectives, Experience, Expression, and Engagement*.

Lecture 5. Non-violence and Social Change

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

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

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

Lecture 6. Mediation, Facilitation and Dialogue

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

📖 Emma Leslie, S.M. (2022) *Moving Beyond Multitrack Diplomacy & Big Man Mediation*. [Online]. Cambodia, Center for peace and conflict studies. Available from:

<https://www.centrepeaceconflictstudies.org/wp-content/uploads/MOVING-BEYOND-MULTI-TRACK-DIPLOMACY-AND-BIG-MAN-MEDIATION-eBook.pdf>.

Lecture 7. Inclusivity and Peace

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

Lecture 8. Memory and Trauma

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

Lecture 9. Creativity and Peacebuilding

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

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

Lecture 10. Sustaining Peacebuilding

Same reading as lecture 9.

Research Methodology

Seminar leader: Anna Falch

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

Literature

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

Education and Gender in the field of Peace and Conflict

Guest lecturer Online: Sissel Egden

📖 Akshara, K. V., & Sarukkai, S. (2020). Indigenous education practices: An introduction. *Handbook of Education Systems in South Asia*, 1-11.

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

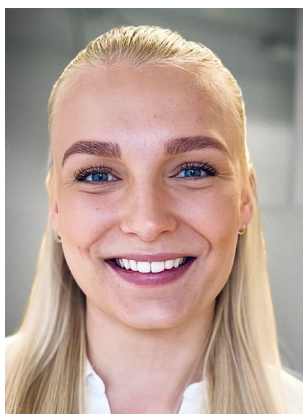
📖 Ellis, C. & Kumar, N. (2021) History of Colonial Education: Key Reflections. In: *Handbook of Education Systems in South Asia*. [Online]. Singapore, Springer Singapore; Singapore: Springer Singapore. pp. 363–389. Available from: [doi:10.1007/978-981-15-0032-9_70](https://doi.org/10.1007/978-981-15-0032-9_70).

📖 Sarangapani, P. M., & Pappu, R. (2020). Education systems in South Asia: An introduction. *Handbook of education systems in South Asia*, 1-26.

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

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

5. Introduction to Staff



Oda Steen

Field Manager

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WhatsApp: +47 940 34 850

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

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



Anna Røer Falch, MA

Seminar Leader

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WhatsApp: +47 984 19 693

For several years, Anna has studied and worked with global issues, peace, and development in the South Asian region, including multiple stays in India and Nepal. The upcoming semester marks her fourth term as a Seminar Leader in Nepal. Anna holds an MA in Development, Environment, and Cultural Change from SUM, University of Oslo, and a BA in Global Studies from the University of Gothenburg. Her MA thesis investigated the role of migration in trajectories of upward social mobility in Pokhara. The thesis was based on fieldwork in the city and written in association with the Peace Research Institute, Oslo (PRIO), where she also has been working as a research assistant on similar topics over the past year. Anna has practical experience working with peacebuilding in Oslo and had

an internship with the EU in India in 2023. Anna will be the academic focal point on site and hold seminars on, e.g., methodology and academic writing.



Mira Kinn, MA

Program Manager/ Academic Coordinator

E-mail: mira@kulturstudier.org

WhatsApp: +49 173 8498083

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

Mira is responsible for curating the academic program and will give feedback on the self-study and group papers if needed, as well as be available for any academic inquiry and contact point between students, staff and lecturers.



Aashmani Upadhyaya

Program Manager Assistant

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Aashmani graduated from Pokhara University in Nepal, where she studied for a Bachelor's in Public Health. While her academic background is of Health, her professional involvement has always underlined the social sector. She believes youth has the potential to bring about change and from the very early phase of her career, she has been inclined to this target group. She has worked for and with youth in many national and international organizations since 2018. The upcoming semester will be her second term with Kulturstudier. Aashmani further was a student of Peace and Conflict Studies in Fall 2022.



Ingri Buer, Ph.D.

Introduction to Peace and Conflict Studies

week 2 and 3

Dr. Ingri Buer has a PhD and MA in Peace and Conflict Studies from the Humanitarian and Conflict Response Institute at the University of Manchester, and a BA in International Affairs from Lewis and Clark College in OR, US. While her MA thesis looked at the local legitimacy of the UNAMID peacekeeping forces in Darfur, her Ph.D. considered the opportunities and challenges for grassroots peace processes in the favelas in Rio de Janeiro, Brazil. Her research questions what peace means when the state enters poor neighbourhoods with heavily militarized police operations in the name of public security and pacification.

Considering the possibilities and challenges for local favela solutions to urban violence, her research also considers the role of race and decoloniality in peace and conflict. She has conducted long-term qualitative fieldwork in Rio de Janeiro, where she collaborated with different grassroots actors and NGOs.

Dr. Buer has also worked as a Teaching Assistant in Conflict Analysis and as a Guest Lecturer in Reconstruction and Development at the University of Manchester, and has been a Guest Lecturer in Global Transitions and the City at the Norwegian University of Life Sciences.

Ingri will hold the first series of lectures - 'Introduction to Peace and Conflict Studies'.



Priyankar Upadhyaya, Ph.D.

**Introduction to South Asia, Peace, and
Conflict in South Asia**
week 4

Professor Priyankar Upadhyaya currently serves as the UNESCO Chair Professor for Peace and Intercultural Understanding at the Banaras Hindu University. He also heads the Malaviya Centre for Peace Research, one of the prestigious Centre of Peace and Conflict Studies in India. He has taught international relations and peace studies for over three decades. He has contributed as a Resource Person for UN University of Peace and at the Henry L Stimson Center, Washington DC. More recently, he has served as the ICCR Chair of Indian Studies at Dublin City University. In 2017, he was appointed as a PRIO Global Fellow.

Priyankar will hold the first part of the second series of lectures - 'Peace and Conflict in South Asia' together with Dr. Debendra Prasad Adhikari.



Debendra Prasad Adhikari, Ph.D.

**Introduction to South Asia, Peace, and
Conflict in South Asia**
week 5

Dr. Debendra Prasad Adhikari is an accomplished scholar with a diverse academic background in Nepal. He holds a PhD from Kathmandu University, an M.Phil from Pokhara University, and a Master's degree from Tribhuvan University. His research and publications span a wide array of topics including human rights, conflict management, peacebuilding, disarmament, demobilization and reintegration (DDR), impunity, fundamental freedoms, and civic space in South Asia.

Dr. Adhikari is a prolific author and editor, having contributed to numerous books, edited volumes, and journal articles in various peer-reviewed publications. His insightful analyses are also regularly featured in op-eds addressing contemporary issues. With over 28 years

of extensive experience, Dr. Adhikari has made significant contributions in the fields of human rights, democracy, and development. His career has traversed roles in international and non-governmental organizations, UN agencies (including UNDP, ILO, and UN Women), prestigious research institutes such as PRIO, Norway and NCCR, Nepal as well as academia at Kathmandu University and Tribhuvan University.

Currently, Dr. Adhikari serves as the South Asia Manager at the Asian Forum for Human Rights and Development (FORUM-ASIA). He is deeply committed to mentoring students and development practitioners, empowering them with knowledge and skills essential for sustainable development and social justice.

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



Jenn Weidman, MA

Conflict Resolution and Peacebuilding
week 7

Jenn Weidman is a process facilitator and peace builder, building resilience into leadership development for the individuals, organizations, and teams working to solve the world's most intractable problems.

With over 20 years' experience, she is founder and CEO of Space Bangkok, a social enterprise that supports peacebuilding, resilience, leadership development, and strategic problem-solving through creative facilitation, capacity building, and accompaniment.

Before founding Space Bangkok, Jenn spent ten years establishing and leading the Rotary Peace Center at Chulalongkorn University as the deputy director. Over these ten years, she led 15 cohorts of Rotary Peace Fellows on their journey of development and discovery through the 3-month intensive program.

An anthropologist by training, she is fluent in Thai and has lived in Thailand on and off for over 30 years. She is a Southeast Asia specialist, finding herself immersed in dialogue around many Southeast Asia conflicts.

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



Sissel Egden, Ph.D.

Academic Coordinator OsloMet / Guest lecturer

Email: sisseleg@oslomet.no

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

Sissel will give online lectures on Education and Gender in the field of Peace and Conflict.

6. Guidance on writing essays

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

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

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

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

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

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

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

While the above points relate to all three types of written papers, a few comments need to be added that differentiate the short paper and the home exam essay from the group paper. As for the short paper (linked to Part 1 of the course) and the home exam essay, a certain topic or question is provided (see above). In these cases, students should be careful at the beginning of writing to make clear how the topic/question is being interpreted and how it will be discussed. In the case of the group paper, where the group defines the topic/s, the seminar leaders' approval must be sought for the topic/s, literature list and disposition. The deadline for approval is **March 13**.

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

2. Organise the essay with a good structure

The paper's quality and readability depend on how the material is presented and discussed systematically. There is no standard way of doing this. What is important is to give reasons in the text for why various elements of the material are grouped together. Each time a new idea is introduced, remember to ask: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If the answer is not clear then "yes", the text needs revising.

3. Discuss and conclude the results

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

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

4. Write clearly and with adequate references

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

5. Get the technicalities right

Oslo Metropolitan University uses **APA style for referencing**, however you can also use other citation styles, as long as your entire paper is written in the same style. Below are some clarifications for your referencing in APA style, you can also find more details for citing reports and internet sources on the OsloMet website, or in English on the website of NTNU: [Click Here](#)

- **References in the text**

There must be references in the text immediately after quotations, and after sentences that refer to specific ideas or views from particular sources. These references are to be written in parentheses in the appropriate place in the text (after the point you are referring to). It

should simply consist of the author's surname/other source's name followed by the publishing year. The page number should also be included for direct quotations and statistics.

Examples:

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

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

- **List/s of sources - Literature**

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

If the source is a book, the reference format in APA in the literature list would be as follows:

Sources **Format alongside an example**

Book

Book with single author

Author, A. A. (year). *Title in italics* (edition). Publisher.

Example:

Nygaard, L. P. (2015). *Writing for scholars : A practical guide to making sense & being heard* (2nd ed.). SAGE.

Book with two authors

Author, A. A. & Author, B. B.. (year). *Title in italics*. (Edition) Publisher.

Example:

Graff, G., & Birkenstein, C. (2014). "They say/I say" : The moves that matter in academic writing (3rd ed.). W.W. Norton.

Book with single editor

Editor. (Ed.). (year). *Title in italics*. Publisher.

Example:

Tønnessen, E. S. (Ed.). (2010). *Sammensatte tekster: Barns tekstpraksis*. Universitetsforlaget.

Journal article

Journal article with single author

Author, A. A. (year). Title. *Journal title in italics*, volume(issue), pages.
<https://doi.org/<doinumber>>

Example:

Mersland, R. (2011). The impact of international influence on microbanks' performance: A global survey. *International Business Review*, 20(2), 163-176.
<https://doi.org/10.1016/j.ibusrev.2010.07.006>

Journal article with 3-20 authors

Author, A. A., Author, B. B., Author, C. C., Author, D. D., Author, E. E., Author, F. F., Author, G. G., Author, H. H. & Author, I. I. (year). Title. Journal title in italics, volume(issue), pages. <https://doi.org/<doinumber>>

Example:

Kociumaka, T., Radoszewski, J., & Starikovskaya, T. (2019). Longest common substring with approximately k mismatches. *Algorithmica*, 81(6), 2633-2652. <https://doi.org/10.1007/s00453-019-00548-x>

Doctoral dissertation and master's thesis

Author. (Year). Title in italics [Master's thesis/Doctoral dissertation]. University.

Example:

Listhaug, K. F. (2015). Spatial prepositions and second language acquisition: The acquisition of spatial prepositions in French by native speakers of Norwegian [Doctoral dissertation]. Norwegian University of Science and Technology.

Website

Author. (Year, date). Title. Site name. URL

Example:

Melteig, E. (2016, September 23). Cod's immune system is not special any more. Titan UiO. <https://titan.uio.no/node/1916>

To access details on the **APA 7th referencing style given in OsloMet's website** click [here](#)

Note:

- Remember to be very careful in your choice of Internet sources. Although being informative, Wikipedia is for instance an un-authoritative source that should not be used as a regular encyclopedia or dictionary. Google Scholar could be an alternative.
- Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources.

Formatting of the papers

The essays must be written in the following format:

- ❖ Times New Roman, 12 points, space 1.5 between lines
- ❖ Margins: 3.0 (both left and right). This gives an approximate of 400 words on one page.
- ❖ Remember to paginate the text (i.e. number the pages).

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

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

The group paper; 4500 words (+/- 10%, which equals to around 9 pages when single-spaced)

The home exam essay; 4400 words (+/- 10%, which equals to around 8 pages if single-spaced).

6. Follow the Criteria for Group papers and Home Exams

- ❖ The paper should reflect an understanding of content from all three modules of the course; Introduction to Peace and Conflict Studies, Peace and Conflict in South Asia, and Conflict Resolution and Peacebuilding.
- ❖ The student(s) should primarily refer to course literature (i.e. show that they have understood and are able to use the readings) and show an understanding of the educational goals of the course.
- ❖ Students should demonstrate familiarity with the standards of academic writing (see also Study Guide and Course Description). In short, these standards include issues such as logical structure of the paper, a clear structure of single arguments (statements, explanations, examples), accurate and adequate referencing, quotations embedded in the text supporting arguments, explanations in student(s) own words after longer quotes, a clear and concise introduction presenting the research (or exam) question and structure of the paper as well as a conclusion summarizing the main points of the paper.
- ❖ With regards to Group papers, the papers should have a concise and answerable research question/hypothesis. The question and the intention of the paper must be clearly formulated and realistic. They have to show that they have used external literature (200 pages). Both with regards to the group paper and to individual exams, students will be assessed by their ability to discuss coherently and structured the research/exam question.
- ❖ The student(s) should demonstrate a critical reflection upon the topics in question and ability to discuss the topics, using theory and empirical examples from the course. A mere descriptive paper is not sufficient.
- ❖ The student should present accurate and adequate academic referencing according to criteria laid out in the Study Guide.
- ❖ Plagiarism is not accepted, and students who plagiarize will fail the exam.

7. Internet Resources

Peace and Conflict Issues - General

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

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

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

Peace and Conflict Issues - Nepal

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

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

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

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

Peace and Conflict Issues - India

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

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

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

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

🔗 <http://www.narmada.org/>
Friends of river Narmada: The coalition is a solidarity network for the Narmada Bachao Andolan (Save the Narmada Movement) and other similar grassroots struggles in India.

News and Media – India and South Asia

 <http://www.thehindu.com>

The Hindu Newspaper

 <http://timesofindia.indiatimes.com/>

The Times of India

 <https://thehimalayantimes.com>

The Himalayan Times, Nepal's largest newspaper

 <http://www.atimes.com>

Asia Times Online. Coverage of news and politics in the region and globally.

Selected List of Peace and Conflict Studies Centres and Programmes Worldwide

* [Abteilung Internationale Beziehungen/Friedens- und Konfliktforschung / Universität Tübingen](#)

* [AFES-Arbeitsgruppe Friedensforschung und Europäische Sicherheitspolitik](#)

* [Arbeitsgemeinschaft für Friedens- und Konfliktforschung \(AFK\)](#)

* [Arbeitsgemeinschaft Kriegsursachenforschung / Universität Hamburg \(AKUF\)](#)

* [Bonn International Center for Conversion \(BICC\)](#)

* [Center for Conflict Resolution at Salisbury University \(Maryland/USA\)](#)

* [Center for Dialogue / La Trobe University](#)

* [Center for Justice and Peace Building / Eastern Mennonite University](#)

* [Center for Peace and Conflict Studies / Wayne State University](#)

* [Executive Master in Intercultural Communication / University of Lugano](#)

* [Heidelberger Institut für Internationale Konfliktforschung / Universität Heidelberg \(HIK\)](#)

* [Hessische Stiftung Friedens- und Konfliktforschung Frankfurt am Main \(HSFK\)](#)

* [Hiroshima Shudo University](#)

* [Hoover Institution on War, Revolution and Peace / Stanford University](#)

* [Horizont 3000, Vienna](#)

* [Institute for Conflict Analysis and Resolution / George Mason University \(ICAR\)](#)

* [Institut für Internationale Entwicklung an der Universität Wien](#)

- * [Institute of War and Peace Studies / Columbia University \(IWPS\)](#)
- * [Institut für Frieden und Demokratie der Fernuniversität Hagen - Interdisziplinäres Weiterbildungsstudium](#)
- * [Institut für Friedensforschung und Sicherheitspolitik / Universität Hamburg \(IFSH\)](#)
- * [Interfakultäre Forschungsplattform Weltordnung-Religion-Gewalt / Universität Innsbruck](#)
- * [International Peace Research Institute, Oslo \(PRIO\)](#)
- * [Irenees: A Website of Resources for Peace](#)
- * [Master of Arts Program in Conflict Resolution / University of Georgetown](#)
- * [Master of Arts Program in Peace and Conflict Studies / Hacettepe University Ankara](#)
- * [Olympism4Humanity / International Olympic Academy](#)
- * [Peace and Conflict Studies / University of Toronto](#)
- * [Peacebuilding - at \[www.peacebuilding.it\]\(http://www.peacebuilding.it\)](#)
- * [Peace Studies at Colgate University, USA](#)
- * [Projektgruppe Friedensforschung Konstanz / Universität Konstanz \(PFK\)](#)
- * [The Richardson Institute. Research applied to peace and conflict / Lancaster University](#)
- * [Stockholm International Peace Research Institute \(SIPRI\)](#)
- * [TELAR - Puertas a la Paz](#)
- * [The International Theatre of the Oppressed Organisation](#)
- * [Thematic Network on Humanitarian Development Studies / University of Deusto](#)
- * [Transcend](#)
- * [University of Bradford / Department of Peace Studies](#)
- * [University of Bremen](#)
- * [University of North Texas: Peace Studies](#)
- * [University of Ulster / Centre for the Study of Conflict](#)
- * [World Peace Academy](#)
- * [Wuppertal Institut für Klima, Umwelt, Energie](#)
- * [Zentrum für Konfliktforschung / Center for Conflict Studies/Universität Marburg](#)