

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER VI



Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester VI

Ability Enhancement (Elective) Skill Based Course

1. Conflict and Peace Building

Discipline Specific Elective Course

1. Democracy and Governance
2. Understanding Globalization

Generic Elective Courses (Interdisciplinary)

1. Human Rights, Gender and Environment

Semester-wise Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course	Paper		
SEMESTER - VI				
6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance	DSE 1B
			B) Understanding Globalization	
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Discipline Specific Elective Courses

3. Democracy and Governance (62327602)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

Course Learning Outcomes

On successful completion of the course, the students will be able to:

- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.
- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

Unit 1

Structure and Process of Governance (15 Lectures):

Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy)
Political Communication - Nature, Forms and Importance

Unit 2

Ideas, Interests and Institutions in Public Policy (25 Lectures)

- a. Contextual Orientation of Policy Design
- b. Institutions of Policy Making
- c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
- d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3

Contemporary Political Economy of Development in India (10 Lectures):

Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Unit 4

Dynamics of Civil Society (10 Lectures):

New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

References

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.

Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

J. Dreze and A. Sen, India: Economic Development and Social Opportunity, Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India, 2013 Nick Stevenson, Understanding Media Cultures, 2002

Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997

Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.

Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.

Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005

M.J. Moon, The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation, Rawat Publishers, 2010

S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

Richard Cox, Production, Power and World Order, New York, Columbia University Press, 1987

Additional Resources:

- Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.
- Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.
- Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003
- Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.
- Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.
- Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.
- Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.
- Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.
- Brass, Paul, Politics in India Since Independence, Hyderabad, Orient Longman, 1990.
- Jenkins, Rob, Regional Reflections: Comparative Politics Across India's States, New Delhi, OUP, 2004.
- Kochanek, Stanley, Business and Politics in India, Berkeley, University of California Press, 1974.
- Sury, M.M, India : A Decade of Economic Reforms : 1991 –2001, New Delhi, New Century Publication, 2003.
- Dye, Thomas R., Understating Public Policy, Prentice Hall NJ, 1984.
- Dror, Y., Public Policymaking Reexamined, Leonard Hill Books, Bedfordshire, 1974.

Teaching Learning Process

The teaching learning of this course is specifically designed to deliver its objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.

Assessment Methods

The functional, procedural, comprehensive understanding of students in this paper will be assessed by medium of internal evaluation in which students may be asked to prepare a group activity , present a case study in class or write a term paper on any of the theme according to course outline. Short quizzes conducted after completing every unit is quick way to assess students' reflexivity. Final end term written examination is another tool to assessment.

Keywords

Democracy, Public Policy, Regulatory Institutions, Lobbying Institutions, Civil Society

4. Understanding Globalization (62327601) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

Course Learning Outcomes

- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty & inequality and international terrorism.

Unit 1

Globalization (9 Lectures)

- a) Meaning and Debate
- b) Dimensions: Economic, Political, Technological and Cultural

Unit 2

Contemporary World Actors

- a) United Nations
- b) World Trade Organisation (WTO)
- c) BRICS
- d) MNCs, TNCs

Unit 3

Contemporary World Issues (26 Lectures)

- a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
- b) Global Justice
- c) International Terrorism

References

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson.

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

Andrew Heywood (2011), *Global Politics*, New York: Palgrave-McMillan.

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Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, New York: W.W. Norton & Company.

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Manfred B. Steger (2017) *Globalization: A Very Short Introduction*, New York: Oxford University Press.

Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.

John Clark (ed.), (2003) *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.

Bernard Hoelkman and Michel Kostecki, *the Political Economy of the World Trading System: From GATT to WTO*, New York, OUP

Arjun Appadurai, (1996), *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.

Deepak Nayyar (ed.) (2002), *Governing Globalization: Issues and Institutions*, Oxford University Press.

Held, David and Anthony Mc grew (ed.), (2003), *The Global Transformation Reader: An introduction to the Globalization Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.

Joseph E Stiglitz, (2002), *Globalisation and its Discontents*, US, W.W. Norton and Company.

Noreena Hertz, (2000) *The silent take over: Global Capitalism and the death of Democracy*, Praeger.

P.S., Chasek, Downie, D.L., and Brown, J.W., Fourth Edition (2006), *Global Environmental Politics*, Boulder: West view Press.

Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.

Held, D., Mc Grew, A. et al. (eds.) (1999) *Global Transformations Reader. Politics, Economics and Culture*, Stanford: Stanford University Press, pp. 1-50.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329;50-385; 468-489.

Tickner, J.A. (2008) 'Gender in World Politics', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics: An Introduction to International Relation. 4th Edition.* Oxford: Oxford University Press.

Taylor, P. and Grom, A.J.R. (eds.) (2000) *The United Nations at the Millennium.* London: Continuum. pp. 1-20.

Additional Resources:

Classic Readings

Michael Hardt and Antonio Negri(2001), *Empire, USA*, Harvard University Press.

Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance*, Polity Press.

Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny.* London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), *भ्रम मंडलीकरण एवं भारत*, दिल्ली: एक्सेस पब्लिशिंग.

Teaching Learning Process

The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Generic Elective Course

G2 - Human Rights Gender and Environment

(62325602)

Generic Elective - (GE) Credit:6

Course Objective

This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1

Understanding Social Inequality

- a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- b) Globalisation and its impact on workers, peasants, Dalits, Adivasis and women

Unit 2

Human Rights

- a) Human Rights: Meaning and Evolution
- b) UN Declarations and Covenants
- c) Human Rights and Citizenship Rights
- d) Human Rights and the Indian Constitution
- e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- h) Human Rights Movement in India.

Unit 3

Gender

- a) Analysing Structures of Patriarchy
- b) Gender, Culture and History
- c) Economic Development and Women
- d) The issue of Women's Political Participation and Representation in India
- e) Laws, Institutions and Women's Rights in India
- f) Women's Movements in India

Unit 4

Environment

- a) Environmental and Sustainable Development
- b) UN Environment Programme: Rio, Johannesburg and after.
- c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- d) Environment Policy in India
- e) Environmental Movement in India

References

Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.

Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.

Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.

Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.

Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.

J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.

- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
- D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.
- R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574
- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- O. Kosambi, (2007) *Crossing the Threshold*, New Delhi: Permanent Black, pp. 3-10.
- Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson.
- Palriwala, R. (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423.
- Chakravarti, U. (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree.
- K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
- MacKinnon, C. 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233
- T. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press
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- Rowbotham, Shiela (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.

Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.

Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly

Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics, New York: Palgrave, pp 383 - 411

Additional Resources:

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.

Gadgil, Madhav and Guha, Ramachandra, "Ecological Conflicts and the Environmental Movement in India, Development and Change, Vol. 25 (1994), pp. 101-136.

Ray, U. (2013) 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Human Rights, Gender, Environment

AE4 - Conflict and Peace Building
(62323601)
AECC (Electives) - (AECCE) Credit:4

Course Objective

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

Course Learning Outcomes

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

Unit 1

Concepts (6 Lectures)

- a. Understanding Conflict (Week 1)
- b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
- c. Peace Building: Meaning and Concept (Week 3)

Unit 2

Dimensions of Conflict (6 Lectures)

- a. Ideology (Week 4)
- b. Economic/Resource Sharing Conflicts (Week 5)
- c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit 3

Levels of Conflict (6 Lectures)

- a. Local (Week 7)
- b. Sub-National (Week 7)
- c. International (Week 8)

Unit 4

Conflict Responses: Skills And Techniques (6 Lectures)

- a. Negotiations: Trust Building (Week 9)
- b. Mediation: Skill Building; Active Listening (Week 10)
- c. Track I, Track II & Multi Track Diplomacy (Week 11)
- d. Gandhian Methods (Week 12)

References

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict' in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints in Negotiations in Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.
- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.
- D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91-117.
- D. Sandole, (2003) 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.39-54.
- P. Wallenstein, (2007) *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications.
- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.
- N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.
- J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.
- M. Steger , (2001) 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.
- P. Wallenstein, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

J. Lederach, (2003) *The Little Book of a Conflict Transformation*, London: Good Books.

I. Doucet, (1996) *Thinking About Conflict, Resource Pack for Conflict Transformation: International Alert*.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators to Learn Their Experiences*, Washington D.C: United States Institute of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace.

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

John Paul Lederach, *The Journey Toward Reconciliation*, London: Herald Press, 1999

Charles Lerche, "Peace Building Through Reconciliation," *International Journal of Peace Studies*, Vol. 5. No. 2, 2000. http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm

Additional Resources:

Classic Readings

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. "Theories of Peace: A Synthetic Approach to Peace Thinking". International Peace Research Institute, Oslo.

Rummel, R.J. 1981. *Understanding Conflict and War*, Vol:5. Beverly Hills, CA: Sage Publications.

Gurr, Ted R. (1985), "On the Political Consequences of Scarcity and Economic Decline", *International Studies Quarterly*, 29 (1): 51-75.

Additional Readings

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute Of Peace.

Online Resources

Conflict Resolution in Popular Art and Culture: The International Network of Peace Museums, at www.muuseumforpeace.org/, contains links to visit the websites of many of the world's peace museums.

<http://www.peacebuildinginitiative.org>

Theatre, peace and conflict at Theatre Without Borders, www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Facilitation: http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf

<http://www.beyondintractability.org/bi-essay/facilitation>

Negotiation:

Roger Fisher et al, Getting to Yes: Negotiating Agreement without Giving In, New York: Penguin, 1991.

Wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101

http://www.cengage.com/cgi_wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111344238

Crossword Puzzle: <http://www.cengage.com/cgi>

Dialogue: http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation: http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf

<http://www.pgexchange.org/images/toolkits/civicus%20mediation%20tool.pdf>

<http://www.beyondintractability.org/bi-essay/mediation>

Teaching Learning Process

The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Conflict, Conflict Management, Peace building, Trust building, Diplomacy