

## **UNIVERSITY OF THE PUNJAB**

### **NOTIFICATION**

It is hereby notified that the Syndicate at its meeting held on 01-01-2026 has approved the recommendations of the Academic Council made at its meeting dated 16-12-2025 regarding start of new Program 'BS Peace and Conflict Studies' at the Department of Political Science alongwith approval of its Curriculum/Course Outlines, subject to the fulfillment of Students Teacher Ratio, as required by the HEC with effect from the Academic Session 2026-2027.

The Curriculum/Course Outlines of BS Peace and Conflict Studies is attached herewith, vide Annexure 'A'.

*Sd/-*

**Dr. Ahmad Islam  
Registrar**

**Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.**

**No. D/ 316 /Acad.**

**Dated: 27-01-2026.**

Copy of the above is forwarded to the following for information and further necessary action: -

1. The Dean, Faculty of Behavioral and Social Sciences
2. The Chairman, Department of Political Science.
3. Controller of Examinations
4. Director, IT (for Uploading on website)
5. Assistant Registrar (Statutes)
6. Secretary to the Vice-Chancellor
7. Private Secretary to the Pro-Vice-Chancellor
8. Private Secretary to the Registrar

*Abdul*  
**Assistant Registrar (Academic)  
for Registrar**

*Abdul* *Zaidi*

# **Program Curriculum**

## **BS Peace & Conflict Studies**



**Department of Political Science  
University of the Punjab  
Lahore**

<b>Programme</b>	<b>BS Peace and Conflict Studies</b>									
<b>Duration</b>	04 Years	<b>Semesters</b>	<b>08</b>	<b>Credit hours</b>	132					
<b>Department</b>	<b>Department of Political Science</b>									
<b>Faculty</b>	<b>Faculty of Behavioral &amp; Social Sciences</b>									
<b>Department Introduction</b>										
<p>The Department of Political Science is one of the oldest teaching departments of the University of the Punjab. It was established in 1933. The department is located in the New Campus (Quaid-e-Azam Campus) near the Auditorium. The Department of Political Science is devoted to the study of the phenomenon of politics in its theoretical and operational aspects. The M.A. and the Diploma courses are designed to provide understanding of the major theories of Political Science and International Relations, nature and dynamics of the political process, political systems and foreign policy dynamics to sharpen analytical skills with the help of the requisite theory and the methodology to enable a student to understand the dynamics of the polity and its environment. The cultivation of such mind should enable a student to deal effectively with the complexities of the life regardless of the profession or occupation that he eventually adopts. The courses also help the students to better prepare for the competitive examinations of the federal and provincial civil services and the private sector.</p>										
<b>Department Vision</b>										
<p>To establish the Department of Political Science at the University of the Punjab, Lahore, as a center of academic excellence and intellectual leadership, fostering critical thinking, research, and a profound understanding of political systems to empower future leaders and promote democratic values globally.</p>										
<b>Department Mission</b>										
<ul style="list-style-type: none"> <li>• Provide high-quality education in political science, emphasizing theoretical foundations, contemporary political issues, and empirical research.</li> <li>• Cultivate an environment that encourages intellectual curiosity, critical thinking, and informed debate</li> <li>• Contribute to society through impactful research, public engagement, and partnerships with local and international institutions</li> <li>• Equipping students with the knowledge and skills necessary for leadership and civic responsibility will prepare them to excel in diverse fields, including academia, public service, policy-making, and diplomacy</li> </ul>										
<b>Department Goals</b>										
<ol style="list-style-type: none"> <li>1. Strengthening Academic Excellence</li> <li>2. Enhancing Research Capacity</li> <li>3. Promoting Student Development</li> <li>4. Expanding Outreach and Collaboration</li> <li>5. Promoting a Culture of Inclusion and Diversity</li> </ol>										
<b>Program Introduction</b>										

The BS *Peace and Conflict Studies* is an interdisciplinary program designed to equip students with the knowledge and skills to analyze, prevent, and resolve local, national, and international conflicts. The program integrates political science, sociology, history, international relations, law, and development studies to foster a deep understanding of conflict dynamics, peacebuilding mechanisms, and sustainable governance.

### **Program Objectives**

1. To provide theoretical and practical understanding of conflict resolution and peacebuilding.
2. To analyze the causes and consequences of conflicts in diverse contexts.
3. To explore strategies for negotiation, mediation, and reconciliation.
4. To equip students with critical thinking and research skills in peace and conflict studies.
5. To prepare students for careers in diplomacy, NGOs, international organizations, security studies, and policymaking.

### **Market Need / Rationale of the Program**

Program need assessment may include feedback from multiple sources such as:

- Growing regional and global conflicts necessitate trained professionals in peace and conflict resolution.
- Increased demand for experts in government, international organizations (UN, OIC), and civil society organizations.
- Contribution to Pakistan's national security, interfaith harmony, and conflict prevention efforts.
- Enhancing Pakistan's role in global peacekeeping missions.

### **Admission Eligibility Criteria**

- Minimum Intermediate (FA/FSc/A-Level or equivalent) with at least 50% marks.
- Entry Test as per university requirements.

### **Categorization of Courses as per HEC Recommendation and Difference**

Semester	Category(Credit Hours)					
	Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	Semester Load
<b>1</b>	Core Courses					<b>Compulsory</b>
<b>2</b>	Core Courses					<b>Compulsory</b>
<b>3</b>		Basic Courses				<b>Foundation</b>
<b>4</b>		Basic Courses				<b>Foundation</b>
<b>5</b>			Major Electives			<b>Professional</b>
<b>6</b>			Major Electives			<b>Professional</b>
<b>7</b>				Minor Electives		<b>Specialization</b>
<b>8</b>				Minor Electives		<b>Specialization</b>
<b>PU</b>						
<b>HEC Guidelines</b>						
<b>Difference (HEC &amp;) PU</b>						

\*Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization

Note: The course/column heads are customizable according to nature and level of the program.

### Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
<b>Semester I</b>							
<b>1.</b>	PCS-101	Introduction to Political Science	Core Courses		04		
<b>2.</b>	PCS-102	Fundamentals of Sociology	Core Courses		03		
<b>3.</b>	PCS-103	Introduction to Peace and Conflict Studies	Core Courses		04		
<b>4.</b>	PCS-104	English-I (Functional English)	Core Courses		03		
<b>5</b>	PCS-105	Islamic Studies	Core Courses		03		
					17		
<b>Total Credit Hours</b>							
<b>Semester II</b>							
<b>1.</b>	PCS-201	Introduction to International Relations	Core Courses		03		
<b>2.</b>	PCS-202	Political Thought-I	Core Courses		04		
<b>3.</b>	PCS-203	Introduction to Law	Core Courses		03		

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
		and Human Rights					
4.	PCS-204	English-II (Academic Writing)	Core Courses		04		
5	PCS-205	Pakistan Studies	Core Courses		02		
					16		

### Total Credit Hours

#### Semester III

1.	PCS-301	Conflict Analysis and Resolution	Basic Courses		04		
2.	PCS-302	Principles of Macroeconomics	Basic Courses		03		
3.	PCS-303	Theories of War and Peace	Basic Courses		04		
4.	PCS-304	Major Elective I	Basic Courses		03		
5.	PCS-305	Minor Elective I	Basic Courses		03		
					17		

### Total Credit Hours

#### Semester IV

1.	PCS-401	Terrorism and Counterterrorism Strategies	Basic Courses		04		
2.	PCS-402	Diplomacy and Negotiation	Basic Courses		03		
3.	PCS-403	International Organizations and Peacekeeping	Basic Courses		04		
4.	PCS-404	Major Elective II	Basic Courses		03		
5.	PCS-405	Minor Elective II	Basic Courses		03		
					17		

### Total Credit Hours

#### Semester V

1.	PCS-501	Human Security and Development	Major Electives		03		
2.	PCS-502	Media, Propaganda, and Conflict	Major Electives		04		
3.	PCS-503	Interfaith Dialogue and Religious Conflicts	Major Electives		03		
4.	PCS-504	Major Elective III	Major Electives		03		
5.	PCS-505	Minor Elective III	Minor Electives		04		
					17		

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
<b>Total Credit Hours</b>							
<b>Semester VI</b>							
1.	PCS-601	Post-Conflict Reconstruction and Reconciliation	Major Electives		04		
2.	PCS-602	Gender, Peace, and Security	Major Electives		03		
3.	PCS-603	South Asian Conflicts and Resolutions	Major Electives		03		
4.	PCS-604	Major Elective IV	Major Electives		04		
5.	PCS-605	Minor Elective IV	Minor Electives		03		
					17		
<b>Total Credit Hours</b>							
<b>Semester VII</b>							
1.	PCS-701	Research Methods in Peace and Conflict Studies	Basic course		03		
2.	PCS-702	Humanitarian Intervention and International Law	Specialization		03		
3.	PCS-703	Major Elective V	Minor Elective		03		
4.	PCS-704	Minor Elective V	Specialization		03		
5.	PCS-705	Internship/Fieldwork	Specialization		03		
					15		
<b>Total Credit Hours</b>							
<b>Semester VIII</b>							
1.	PCS-801	Peace Education and Advocacy	Minor Elective		04		
2.	PCS-802	Major Elective VI	Specilization		03		
3.	PCS-803	Minor Elective VI	Minor Eletive		04		
4.	PCS-804	Research Project/Thesis	Specilization		06		
5.					17		
<b>Total Credit Hours</b>							<b>132</b>

1. Type of course may be core (compulsory), basic (foundation), major elective (professional), minor elective (specialization) etc.

**Research Thesis / Project /Internship**

Students must complete a research thesis/project or internship in a relevant organization (UN agencies, peace research institutes, NGOs, think tanks).

### **Award of Degree**

Degree awarding criteria stating:

- Minimum CGPA 2.5 required.
- Completion of all coursework (124-136 credit hours).
- Submission and successful defense of a research thesis/project.

### **NOC from Professional Councils (if applicable)**

Provide the status of NOC from the concerned Professional Council(s), if applicable, depending on nature of the program being proposed

### **Faculty Strength**

<b>Degree</b>	<b>Area/Specialization</b>	<b>Total</b>
<b>PhD</b>	• PhD Faculty:	4-6
<b>MPhil</b>	<ul style="list-style-type: none"> <li>• MPhil Faculty:</li> <li>• Visiting Faculty: As required</li> </ul>	6-8
<b>Total</b>		

### **Present Student Teacher Ratio in the Department**

<b>Total Faculty</b>	<b>12</b>	<b>Total Students</b>	<b>40</b>	<b>Ratio</b>	<b>4.5</b>

### **Course Outlines separately for each course**

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



Programme	BS Peace and Conflict Studies	Course Code	PCS-101	Credit Hours	4					
	<b>Introduction to Political Science</b>									
<b>Course Introduction</b>										
<p>The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.</p>										
<b>Learning Outcomes</b>										
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. Assess the impact of political institutions on society</li> <li>2. Explain fundamental political concepts such as power, governance, and democracy</li> <li>3. Analyze different political ideologies and systems</li> </ol>										
<b>Course Content</b>				<b>Assignments/Readings</b>						
<b>Week 1</b>	<b>Overview of politics, government systems, and political ideologies.</b> <b>Defining the State, Debating the state</b>									
	<b>What is politics</b>									
<b>Week 2</b>	<b>Politics Ideas and Ideologies</b>									
<b>Week 3</b>	<b>Politics and the State</b>									
<b>Week 4</b>	<b>Democracy and legitimacy</b>									
<b>Week 5</b>	<b>Regimes of the Modern World</b>									
<b>Week 6</b>	<b>Nation and Nationalism</b>									
<b>Week 7</b>	<b>Politics economy and globalization</b>									

<b>Week 8</b>	<b>Mid-term</b>	
<b>Week 9</b>	<b>Politics, society and identity</b>	
<b>Week 10</b>	<b>Politics culture and media</b>	
<b>Week 11</b>	<b>Representation, elections and voting</b>	
<b>Week 12</b>	<b>Parties and party system</b>	
<b>Week 13</b>	<b>Political executives and leadership</b>	
<b>Week 14</b>	<b>Multilevel politics</b>	
	<b>Security: domestic and international</b>	
<b>Week 15</b>	<b>World order and global governance</b>	
	<b>Is politics broken?</b>	
<b>Week 16</b>	<b>Final Term</b>	

### **Textbooks and Reading Material**

1. Textbooks.
  - o Suggested Book: Andrew Heywood, *Politics* (5th Edition).
2. Suggested Readings
  - 2.1. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with

effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

#### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

#### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-102</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Fundamental of Sociology</b>				

**Course Introduction**

The course *Fundamentals of Sociology* provides students with a foundational understanding of sociology as a discipline, exploring key sociological concepts, theories, and research methods. Sociology examines human societies, social interactions, and cultural patterns, offering insights into how individuals and groups shape and are shaped by social structures. This course introduces students to topics such as socialization, social institutions, social change, and stratification, helping them analyze contemporary social issues with a critical perspective. By engaging with sociological theories and empirical studies, students will develop analytical skills essential for understanding social dynamics and real-world challenges.

**Learning Outcomes**

On the completion of the course, the students will:

1. Describe key sociological theories and their application to social phenomena
2. Examine the relationship between individuals, society, and social institutions
3. Analyze social change and its impact on communities

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>The sociological perspectives</b>  Basic sociological theories and their application in society	
	The development of sociological thinking	
<b>Week 2</b>	.Globalization and the changing world	
	.types of society, social change and globalization	
<b>Week 3</b>	Asking and Answering Sociological Questions	
	Sociological questions, cause and effect, research methods	
<b>Week 4</b>	Research in real world: methods, problems and pitfalls	
	Human subject and ethics, influential sociological foundation	

<b>Week 5</b>	Theoretical Thinking in sociology	
	Max Weber, Structure and action, shaping of the world, consensus	
<b>Week 6</b>	Four contemporary sociologists	
	Jurgen Habermas, Ulrich Black, Manuel Castells and Anthony Giddens	
<b>Week 7</b>	Social Interaction and everyday life	
	Non-verbal communication, and social rules of interaction, face, body and speech, time and space (interaction)	
<b>Week 8</b>	Mid-Term	
<b>Week 9</b>	Socialization, the life-course and ageing	
	Culture, society and child socialization	
<b>Week 10</b>	Gender socialization,	
	Socialization through life course	
<b>Week 11</b>	Families and intimate relationships	
	Family in history, different cities for example	
<b>Week 12</b>	Health, illness and disability	
	Sociological perspectives and basis of health and sociology of disability	
<b>Week 13</b>	Stratification and class	
	System of stratification, theories and class divisions	
<b>Week 14</b>	Poverty, social exclusion and welfare	
	Poverty, exclusion and welfare	
<b>Week 15</b>	Global inequality	
	Life in rich and poor countries	
<b>Week 16</b>	Final Term	
<b>Textbooks and Reading Material</b>		
<ul style="list-style-type: none"> <li>○ Textbooks. Anthony Giddens, <i>Sociology</i> (8th Edition).</li> </ul>		

**1. Suggested Readings****1.1. Journal Articles/ Reports****Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

**Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

**Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

**Assessment**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



Programme	BS Peace and Conflict Studies	Course Code	PCS-103	Credit Hours	4
<b>Introduction to Peace and Conflict Studies</b>					
<b>Course Introduction</b>					
<p>The course <i>Introduction to Peace and Conflict Studies</i> provides students with a comprehensive understanding of the key concepts, theories, and practical approaches related to peace, conflict, and security. It explores the nature, causes, and consequences of conflict at various levels, including interpersonal, societal, national, and international conflicts. Students will examine strategies for conflict resolution, peacebuilding, and reconciliation, gaining insights into how peace can be achieved and sustained in different contexts. The course also highlights the role of international organizations, civil society, and governmental institutions in promoting peace and managing conflicts. By studying historical and contemporary conflicts, students will develop analytical skills to assess conflict dynamics and propose sustainable solutions for peace.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. Define peace, conflict, and violence from multiple perspectives</li> <li>2. Explore the historical development of peace studies</li> <li>3. Identify contemporary global and regional conflicts</li> </ol>					
Course Content				Assignments/Readings	
Week 1	<b>Unit-I</b>				
	<b>Key concepts in peace and conflict, conflict dynamics, and peace theories.</b>				
Week 2	Peace Theory, Peace studies; epistemological basis				
	Peace studies some basic paradigms				
Week 3	Woman: Man=peace: violence				
	Democracy: Dictatorship =Peace : War				
Week 4	The State systems				
	Conflict Theory				
Week 5	Conflict formation, conflict transformation				
	Conflict management, resolution				
Week 6	Non-violent transformation, peace making				
	Development Theory				
Week 7	Theses on development theory and practice				
	Economic schools				

	The externalities	
Week 8	Mid-Term	
Week 9	Eclectic development theory	
	Approach across spaces	
Week 10	Civilization theory	
	Cultural violence	
Week 11	Implications: Peace war conflict and development	
Week 12	Specifications	
	Hitlerism, Stalinism, Reaganism	
Week 13	Explorations	
	Therapies for pathological cosmologies	
Week 14	Peace and conflict	
Week 15	Development and civilization	
Week 16	Final term	

### Textbooks and Reading Material

#### 1. Textbooks.

- Suggested Book: Johan Galtung, *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*.

#### 2. Suggested Readings

##### 2.1. Journal Articles/ Reports

#### Note:

3. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
4. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

#### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

#### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-104</b>	<b>Credit Hours</b>	<b>3</b>
	<b>English –I (Functional English)</b>				

**Course Introduction**

The course *English-I (Functional English)* is designed to develop students' proficiency in the English language, focusing on practical communication skills essential for academic and professional settings. This course emphasizes the four core language skills—reading, writing, listening, and speaking—while enhancing vocabulary, grammar, and sentence structure. Students will learn to construct clear and coherent sentences, write formal and informal texts, and engage in meaningful conversations. Additionally, the course introduces techniques for effective reading comprehension, critical thinking, and verbal expression. By the end of the course, students will be able to communicate effectively in both written and spoken English, which is essential for success in academic, professional, and social environments.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Demonstrate proficiency in basic grammar and sentence structure**, applying correct usage in written and spoken communication.
- Enhance vocabulary and language skills** to improve clarity and precision in communication.
- Develop reading comprehension skills** by analyzing and understanding different types of texts.
- Write coherent and well-structured essays, paragraphs, and reports**, using appropriate vocabulary and grammar.
- Improve listening skills** to understand and interpret spoken English in various contexts.
- Engage in effective verbal communication**, including discussions, presentations, and everyday conversations.
- Develop critical thinking and analytical skills** by interpreting and responding to written and spoken texts.
- Apply functional English skills** in real-life situations, such as writing emails, job applications, and professional correspondence.

This course lays the foundation for advanced English proficiency, preparing students for higher academic studies, professional communication, and everyday interactions in English-speaking environments.

<b>Course Content</b>	<b>Assignments/Readings</b>
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<b>Week 1</b>	Basics of Grammar	
<b>Week 2</b>	Parts of speech and use of articles	
<b>Week 3</b>	Sentence structure, active and passive voice	
<b>Week 4</b>	Practice in unified sentence	
<b>Week 5</b>	Analysis of phrase, clause and sentence structure	
<b>Week 6</b>	Transitive and intransitive verbs	
<b>Week 7</b>	Punctuation and spelling	
<b>Week 8</b>	Midterm	
<b>Week 9</b>	Answers to questions on a given text	
<b>Week 10</b>	General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)	
<b>Week 11</b>	To be improved by showing documentaries/ films carefully selected by subject teachers	
<b>Week 12</b>	Translation skills Urdu to English	
<b>Week 13</b>	<b>Paragraph writing</b> Topics to be chosen at the discretion of the teacher	
<b>Week 14</b>	<b>Presentation skills</b> Personality development	

<b>Week 15</b>	<b>Presentation skills</b> Personality development	
<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

Textbooks.

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
2. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 4534030.
3. Reading and Study Skills by John Langan  
Study Skills by Richard Yorky.

Suggested Readings

- a Journal Articles/ Reports

**Note:**

4. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
5. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

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### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-105</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Islamic Studies / Ethics</b>				

**Course Introduction**

The course *Islamic Studies / Ethics* is designed to provide students with a comprehensive understanding of fundamental Islamic teachings, ethical principles, and their application in daily life. It explores the core beliefs, practices, and values of Islam while also addressing ethical frameworks that are universally relevant to diverse societies. The course aims to develop moral reasoning, social responsibility, and critical thinking by discussing key topics such as faith, morality, human rights, social justice, and interfaith harmony. For non-Muslim students, the ethics component provides an in-depth study of universal ethical values, moral philosophy, and principles guiding ethical decision-making in various aspects of life. By the end of the course, students will be equipped with the knowledge and skills necessary for ethical reasoning, social harmony, and responsible citizenship.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand the fundamental beliefs and practices of Islam** and their significance in shaping individual and societal behavior.
- Analyze key ethical principles** in Islam and general moral philosophy, applying them to contemporary social and personal issues.
- Explore the role of religion and ethics in promoting peace, justice, and social responsibility.**
- Critically examine Islamic teachings on human rights, equality, and coexistence**, fostering interfaith understanding and dialogue.
- Develop an ethical perspective** on real-life situations, enabling students to make informed moral decisions.
- Understand the importance of personal and social ethics** in professional, academic, and interpersonal relationships.
- Apply ethical reasoning to contemporary global challenges**, including environmental ethics, corporate responsibility, and digital ethics.
- Demonstrate respect for diverse religious and ethical perspectives**, contributing to a more inclusive and harmonious society.

This course provides students with a solid foundation in Islamic studies and ethics, preparing them to navigate ethical dilemmas in both personal and professional contexts while promoting values of integrity, empathy, and responsible citizenship.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	The Islamic Outlook on Life	

<b>Week 2</b>	The essentials, The basic principles and characteristics,	
<b>Week 3</b>	The spirit of Islam	
<b>Week 4</b>	The Prophet and The Quran	
<b>Week 5</b>	The Life of the Prophet (PBUH)	
<b>Week 6</b>	The Quran and Its Impact on Human History	
<b>Week 7</b>	The Islamic System	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Islam and Social Responsibility,	
<b>Week 10</b>	the Islamic concept of worship	
<b>Week 11</b>	Islamic Approach on Social justice	
<b>Week 12</b>	Women In Islam	
<b>Week 13</b>	Objectives of the Islamic Economic Order	
<b>Week 14</b>	Islam and the World	
<b>Week 15</b>	The Western World and its Challenges to Islam	
<b>Week 16</b>	Islam and the Crisis of the Modern World	
<b>Week 16</b>	Final Term	

<b>Textbooks and Reading Material</b>			
<p>1. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993) Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep &amp; Deep Publications New Delhi (1989)</p> <p>Suggested Readings</p> <p>1.1. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-201</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Introduction to International Relations</b>				

**Course Introduction**

The course Introduction to International Relations provides students with a foundational understanding of global politics, international interactions, and the key concepts, theories, and institutions that shape world affairs. It explores the historical and contemporary dynamics of international relations, including diplomacy, conflict, cooperation, globalization, and international organizations. Students will analyze how states, non-state actors, and international institutions interact in addressing global challenges such as security, trade, human rights, and environmental issues. By engaging with theoretical perspectives and real-world case studies, students will develop analytical skills to critically assess global events and their impact on international relations.

**Learning Outcomes**

On the completion of the course, the students will:

1. Explain key concepts in international relations
2. Analyze power dynamics in global politics
3. Assess Pakistan's foreign policy and regional relations

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>The Nature of International Relations</b>	
	<b>Theories in International Relations</b>	
<b>Week 2</b>	<b>Realism</b>	
	<b>Liberalism</b>	
<b>Week 3</b>	<b>Constructivism</b>	
	<b>The English School</b>	
<b>Week 4</b>	<b>Marxism</b>	
	<b>Feminism in IR</b>	
<b>Week 5</b>	<b>Poststructuralist and Post colonialism</b>	
	<b>Anarchy and the International System</b>	
<b>Week 6</b>	<b>State Sovereignty</b>	
	<b>Power in International Relations</b>	

<b>Week 7</b>	<b>National Interest and Foreign Policy</b>	
	<b>Diplomacy and Negotiation</b>	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	<b>Regionalism and Regional Organizations</b>	
	<b>International Security and Conflict</b>	
<b>Week 10</b>	<b>Human Security</b>	
	<b>War and the Use of Force</b>	
<b>Week 11</b>	<b>Nuclear Proliferation and Arms Control</b>	
	<b>Terrorism and Asymmetric Warfare</b>	
<b>Week 12</b>	<b>Global Economy and Trade</b>	
	<b>Development and Global Inequality</b>	
<b>Week 13</b>	<b>Environmental Politics and Climate Change</b>	
	<b>Human Rights in International Relations</b>	
<b>Week 14</b>	<b>Migration, Refugees, and Global Displacement</b>	
	<b>Nationalism, Identity, and Ethnic Conflicts</b>	
<b>Week 15</b>	<b>Globalization and Its Challenges</b>	
	<b>Foreign Policy Analysis</b>	
<b>Week 16</b>	Final Term	

#### **Textbooks and Reading Material**

- 1.1. Textbooks Suggested Book: Joshua S. Goldstein, *International Relations* (13th Edition)
- 1.2. *Introduction to International Relations: Theories and Approaches* by **Robert Jackson & Georg Sørensen**
- 1.3. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-202</b>	<b>Credit Hours</b>	<b>4</b>
	Political Thought-I				

**Course Introduction**

The course *Political Thought-I* provides students with an in-depth understanding of classical and medieval political philosophy, tracing the evolution of political ideas from ancient civilizations to the medieval period. It examines the works of influential thinkers such as Plato, Aristotle, Machiavelli, and Al-Farabi, exploring their contributions to political theory and governance. The course focuses on fundamental concepts like justice, power, authority, citizenship, and the role of the state. By analyzing historical political philosophies, students will develop critical thinking skills and a deeper appreciation for the intellectual traditions that have shaped modern political thought.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand the origins and development of political thought** from ancient to medieval times.
- Analyze the key ideas and contributions** of classical and medieval political philosophers.
- Examine concepts such as justice, power, state, and governance** in historical contexts.
- Compare different political philosophies** and their relevance to contemporary political issues.
- Evaluate the influence of classical political thought** on modern political theories and institutions.
- Critically engage with philosophical texts**, understanding their arguments and implications.
- Develop the ability to articulate and debate political ideas**, using logical reasoning and historical evidence.
- Apply political thought principles** to contemporary governance, ethics, and policy-making.

This course lays the foundation for further exploration of political theory, equipping students with the knowledge and analytical skills necessary for careers in political science, law, governance, and academia.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Introduction to Political Thought	
<b>Week 2</b>	Socrates, Plato	

<b>Week 3</b>	Roman Political Thought	
<b>Week 4</b>	Medieval Political Thought	
<b>Week 5</b>	Islamic Political Thought (Part II)	
<b>Week 6</b>	Thomas Hobbes	
<b>Week 7</b>	Jean-Jacques Rousseau	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Political Thought in Ancient Greece	
<b>Week 10</b>	Aristotle	
<b>Week 11</b>	Islamic Political Thought (Part I)	
<b>Week 12</b>	John Locke	
<b>Week 13</b>	Revision and Discussion	
<b>Week 14</b>	Machiavelli	
<b>Week 15</b>	Montesquieu	
<b>Week 16</b>	Final Term	
<b>Textbooks and Reading Material</b>		
<ul style="list-style-type: none"> <li>○ Textbooks. Rod Hague &amp; Martin Harrop, <i>Comparative Government and Politics</i>.</li> </ul>		

- Ebenstein, *Great Political Thinkers*, Ch. 1
- Plato, *The Republic*, Book I-IV

## 2. Suggested Readings

### 2.1. Journal Articles/ Reports

#### Note:

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-203</b>	<b>Credit Hours</b>	<b>3</b>
	Introduction to Law and Human Rights				

### **Course Introduction**

The course *Introduction to Law and Human Rights* provides students with a foundational understanding of legal systems, principles of justice, and the concept of human rights in national and international contexts. It explores the evolution of law, the role of legal institutions, and the significance of human rights in ensuring justice, equality, and dignity for all individuals. Students will examine major human rights frameworks, such as the Universal Declaration of Human Rights (UDHR), and the roles of international organizations like the United Nations and regional human rights bodies. The course also discusses contemporary human rights challenges, including discrimination, refugees, gender equality, and freedom of expression. By engaging with legal and human rights case studies, students will develop critical thinking skills and an awareness of legal and ethical responsibilities in society.

### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand the fundamental principles of law** and the structure of legal systems at national and international levels.
- Analyze the origins and development of human rights**, exploring key documents, treaties, and conventions.
- Examine the relationship between law, justice, and human rights**, understanding their role in protecting individuals and societies.
- Identify the role of major legal and human rights institutions**, such as courts, the United Nations, and non-governmental organizations.
- Evaluate contemporary human rights issues**, including discrimination, freedom of speech, and social justice movements.
- Critically assess legal case studies** related to human rights violations and their implications.
- Explore the legal mechanisms available for protecting and enforcing human rights** at national and international levels.
- Develop awareness of ethical and legal responsibilities**, preparing for future roles in law, governance, human rights advocacy, and policy-making.

This course provides students with essential legal knowledge and a strong foundation in human rights, preparing them for further studies in law, international relations, political science, and social justice careers.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Definition of Law</b>	
	<b>Sources of Law</b>	
<b>Week 2</b>	<b>Branches of Law</b>	

	<b>Legal Systems</b>	
<b>Week 3</b>	<b>Rule of Law</b>	
	<b>Justice and Legal Theories</b>	
<b>Week 4</b>	<b>Human Rights and Fundamental Freedoms</b>	
	<b>Universal Declaration of Human Rights (UDHR)</b>	
<b>Week 5</b>	<b>International Human Rights Law</b>	
	<b>Human Rights Treaties and Conventions</b>	
<b>Week 6</b>	<b>Regional Human Rights Systems</b>	
	<b>Civil and Political Rights</b>	
<b>Week 7</b>	<b>Economic, Social, and Cultural Rights</b>	
	<b>Equality and Non-Discrimination</b>	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	<b>Right to Privacy and Data Protection</b>	
	<b>Human Rights and Democracy</b>	
<b>Week 10</b>	<b>International Criminal Law</b>	
	<b>Criminal Justice and Human Rights</b>	
<b>Week 11</b>	<b>Humanitarian Law and Armed Conflict</b>	
	<b>Terrorism and Human Rights</b>	
<b>Week 12</b>	<b>Rights of Refugees and Migrants</b>	
	<b>Women's Rights and Gender Equality</b>	
<b>Week 13</b>	<b>Enforcement of Human Rights</b>	
	<b>Environmental Law and Human Rights</b>	
<b>Week 14</b>	<b>Human Rights Violations and Accountability</b>	
	<b>Business and Human Rights</b>	
<b>Week 15</b>		
	<b>Future Challenges in Human Rights</b>	
<b>Week 16</b>	Final term	
<b>Textbooks and Reading Material</b>		
<ul style="list-style-type: none"> <li>○ Textbooks. Rod Hague &amp; Martin Harrop, <i>Comparative Government and Politics</i>.</li> </ul>		
<p><b>3. Suggested Readings</b></p>		

### 3.1. Journal Articles/ Reports

#### Note:

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#### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

#### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

#### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-204</b>	<b>Credit Hours</b>	<b>4</b>
	<b>English –II (Academic Writing)</b>				

**Course Introduction**

The course *English-II (Academic Writing)* is designed to enhance students' academic writing skills, enabling them to communicate effectively in academic and professional settings. It focuses on the principles of structured writing, critical thinking, and research-based composition. Students will learn to develop coherent arguments, organize essays, and produce well-structured research papers using appropriate citation styles. The course also emphasizes grammar, clarity, and precision in writing, helping students refine their ability to present ideas logically and persuasively. By the end of the course, students will be equipped with the skills necessary for academic success and professional communication.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand the fundamentals of academic writing**, including structure, coherence, and organization.
- Develop well-structured essays and research papers**, applying logical argumentation and critical analysis.
- Use appropriate academic vocabulary and grammar**, enhancing clarity and precision in writing.
- Master different writing styles and formats**, including descriptive, analytical, persuasive, and reflective writing.
- Apply citation and referencing techniques** (e.g., APA, MLA) to avoid plagiarism and maintain academic integrity.
- Analyze and synthesize information** from various sources to support arguments in academic writing.
- Revise and edit written work effectively**, improving content, structure, and language use.
- Develop the ability to write formal reports, proposals, and research-based assignments**, preparing for higher education and professional writing demands.

This course builds on foundational English skills and prepares students for advanced academic writing, research projects, and professional communication in diverse fields.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Introduction to Academic Writing</b>	
	<b>Types of Academic Writing</b>	
<b>Week 2</b>	<b>The Writing Process</b>	

	<b>Thesis Statement</b>	
<b>Week 3</b>	<b>Paragraph Structure</b>	
	<b>Cohesion and Coherence</b>	
<b>Week 4</b>	<b>Grammar and Sentence Structure</b>	
	<b>Academic Vocabulary</b>	
<b>Week 5</b>	<b>Avoiding Plagiarism</b>	
	<b>Paraphrasing and Summarizing</b>	
<b>Week 6</b>	<b>Quoting and Citing Sources</b>	
	<b>APA, MLA, and Chicago Styles</b>	
<b>Week 7</b>	<b>Critical Thinking in Writing</b>	
	<b>Argumentative Writing</b>	
<b>Week 8</b>	<b>Mid term</b>	
<b>Week 9</b>	<b>Descriptive Writing, Persuasive Writing</b>	
	<b>Narrative Writing, Expository Writing</b>	
<b>Week 10</b>	<b>Research Skills</b>	
	<b>Structuring an Essay</b>	
<b>Week 11</b>	<b>Developing Strong Arguments</b>	
	<b>Analyzing Texts</b>	
<b>Week 12</b>	<b>Editing and Proofreading</b>	
	<b>Sentence Variety</b>	
<b>Week 13</b>	<b>Using Transitions</b>	
	<b>Developing a Research Paper</b>	
<b>Week 14</b>	<b>Abstract Writing</b>	
	<b>Report Writing, Reflective Writing</b>	
<b>Week 15</b>	<b>Time Management in Writing</b>	
	<b>Writing for Different Audiences</b>	
<b>Week 16</b>	<b>Final term</b>	

### Textbooks and Reading Material

Eastwood, John. Oxford Practice Grammar. UK: Oxford University Press, 1992.

Ellison, Peter and Gould, Mike. Focus on Comprehension. Volume 4. Singapore: Learner's Publishing Pte, 2009.

Arnaudet, Martin L. and Barrett, MaryEllen. Paragraph Development: A Guide for Students of English as a Second Language. Prentice-Hall, Englewood Cliff, N.J. 1981. (Page 179-185).

Aziz, Nadeem. English Language Communication Skills for B.Ed. Pakistan: Majeed Book Publishers, (Page 139-159).

Idrees, Muhammad. Guide for GAT General Test. SMART BRAIN. GRE (General, Local) 2010-2011 Ed. Lahore: Dogar Brother Publishers, 2010. **Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-205</b>	<b>Credit Hours</b>	<b>2</b>
	<b>Pakistan Studies</b>				

**Course Introduction**

The course *Pakistan Studies* provides students with a comprehensive understanding of Pakistan's historical, political, cultural, and socio-economic development. It explores the historical background of the region, the creation of Pakistan, and the ideological foundations that shaped its identity. The course covers key aspects such as the Constitution, governance, foreign relations, and economic challenges, helping students analyze Pakistan's role in regional and global affairs. Additionally, it examines the diverse cultural heritage, social issues, and national integration efforts within the country. By studying Pakistan's journey from independence to the present day, students will develop a well-rounded perspective on its achievements, challenges, and future prospects.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. **Understand the historical and ideological foundations** of Pakistan, including the role of key leaders and movements in its creation.
2. **Analyze Pakistan's political and constitutional development**, exploring major amendments, governance structures, and policy shifts.
3. **Examine Pakistan's socio-economic landscape**, including key sectors, challenges, and development strategies.
4. **Discuss Pakistan's foreign policy and international relations**, evaluating its role in regional and global affairs.
5. **Explore the cultural and ethnic diversity** of Pakistan, promoting awareness of national identity and social cohesion.
6. **Evaluate contemporary challenges** such as terrorism, water scarcity, climate change, and economic instability.
7. **Understand Pakistan's geography and natural resources**, assessing their impact on development and sustainability.
8. **Develop a sense of national responsibility**, fostering informed citizenship and active participation in the country's progress.

This course equips students with essential knowledge about Pakistan's past, present, and future, encouraging critical thinking and responsible civic engagement in national development.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Muslim Revivalist Movements in India	

<b>Week 2</b>	The Two-Nation Theory: From Sir Syed Ahmed Khan to Allama Iqbal	
<b>Week 3</b>	Quaid-i-Azam Muhammad Ali Jinnah and the Struggle for Pakistan Creation of Pakistan: Early Challenges	
<b>Week 4</b>	Physical features and Geo-Strategic Location of Pakistan	
<b>Week 5</b>	Culture and Traditions: Regional Dimensions	
<b>Week 6</b>	Social Issues and Challenges to Pakistan	
<b>Week 7</b>	Early Parliamentary Phase	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Ayub and Yahya's Era	
<b>Week 10</b>	Democratic Era (1971-1977)	
<b>Week 11</b>	Zia Era(1977-88)	
<b>Week 12</b>	Civil Rule (1988-99)	
<b>Week 13</b>	Musharaf Era (1999-2008)	
<b>Week 14</b>	The Constitution of 1973: Salient Features	
<b>Week 15</b>	Foreign Policy and Relations with neighboring countries x Salient Features of Economy, Agriculture and Industry, National Resources	

<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

#### Textbooks

Muhammad Raza Kazrni, Pakistan Studies Core Texts for Colleges and universities, Oxford University Press (2006)

2. Ishtiaq Hussain Qureshi, The Struggle for Pakistan, Karachi, University of the Karachi, 1974

3. Khalid Bin Sayeed, Pakistan the Formative Phase (1857-1948), Karachi, Oxford University Press, 1968.

4. Choudhary M. Au, The Emergence of Pakistan, Lahore, Research Society of Pakistan, 2001

5. S. Qalb-i-Abid, Muslim Struggle for Independence (1857-1947), Sang-e-Med Publications, Lahore, 1997

6. M.R. Kazimi, A Concise History of Pakistan, Oxford University Press, 2009

7. Mehmood, Safdar. Pakistan Political Roots & Development. Lahore, 1994.

8. Afzal, M. Rafique, Pakistan: History and Politics 1947-1971, Karachi, Oxford University Press, 2007

#### 1.1. Journal Articles/ Reports

#### **Note:**

3. It is preferable to use latest available editions of books. Mention the publisher & year of publication.

4. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

5. Assignment types,

6. Quiz competition among students.

7. Presentations with question answers session

8. And group discussions			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>4.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>5.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>6.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-301</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Conflict Analysis and Resolution</b>				

**Course Introduction**

The course *Conflict Analysis and Resolution* provides students with a comprehensive understanding of the nature, causes, and dynamics of conflicts, as well as the strategies and techniques used to resolve them. It explores different types of conflicts—ranging from interpersonal disputes to large-scale national and international conflicts—and examines the underlying factors that contribute to their escalation. The course introduces students to conflict resolution approaches such as negotiation, mediation, dialogue, and peacebuilding. By analyzing real-world case studies and theoretical frameworks, students will develop the critical thinking and problem-solving skills necessary to effectively manage and transform conflicts in various settings.

**Learning Outcomes**

On the completion of the course, the students will:

- Identify the causes and types of conflicts.
- Apply conflict resolution models in real-world situations.
- Evaluate case studies of successful conflict resolution.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Conceptual understanding of the Social Conflicts</b>	
	Definition, types and theoretical underpinning	
<b>Week 2</b>	Classification of conflict	
	Emergence to escalation	
<b>Week 3</b>	Escalation and De-escalation	
	De-escalation to Resolution	
<b>Week 4</b>	Role of Actors, individuals and stakeholders	
	Individual, group and institutional level	
<b>Week 5</b>	Role of Social Movements, institutions and government	
	Power dynamics and conflicts	
<b>Week 6</b>	Strategies and tactics in conflict	
	Prevention to conflict management	

<b>Week 7</b>	Conflict resolution to prevention	
	Conflict Management	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Post-conflict management	
	Reconciliation and rehabilitation	
<b>Week 10</b>	Peace building and post conflict transformation	
<b>Week 11</b>	Case Studies and real world applications	
	Real life examples	
<b>Week 12</b>	Comparative analysis of conflict	
	Micro-level to meso-level	
<b>Week 13</b>	New developments in the contemporary world	
<b>Week 14</b>	Globalization and its impact	
	Environment and Resource based management	
<b>Week 15</b>	Technological developments and its repercussions	
	Media, agenda setting, narrative making and Perception	
<b>Week 16</b>	Final Term	

#### **Textbooks and Reading Material**

1.1. Textbooks Louis Kriesberg, *Constructive Conflicts: From Escalation to Resolution* (5th Edition).

1.2. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

#### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with

effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

#### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

#### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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**Faculty of Behavioral & Social Science**  
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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-302</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Principles of Macroeconomics</b>				

**Course Introduction**

The course *Principles of Macroeconomics* introduces students to the fundamental concepts, theories, and principles that govern the overall functioning of an economy. It explores key macroeconomic indicators such as GDP, inflation, unemployment, fiscal and monetary policies, and economic growth. Students will learn how national and global economic forces shape economic policies and impact businesses, governments, and individuals. The course also covers topics such as international trade, exchange rates, and economic crises, providing a broader understanding of economic stability and development. By analyzing real-world economic scenarios, students will develop the ability to assess macroeconomic trends and policy decisions.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- **Understand basic macroeconomic concepts**, including GDP, inflation, unemployment, and economic growth.
- **Analyze the role of fiscal and monetary policies** in regulating the economy.
- **Examine the factors affecting national income and economic output**, such as consumption, investment, government spending, and trade.
- **Evaluate the causes and impacts of inflation and unemployment**, proposing solutions to economic challenges.
- **Understand the functioning of financial institutions**, central banks, and their influence on the economy.
- **Assess the effects of global trade, exchange rates, and international economic policies** on national economies.
- **Interpret macroeconomic data and indicators**, applying them to real-world economic analysis.
- **Critically analyze economic policies and their implications**, fostering informed decision-making in economic and policy-related fields.

This course equips students with the knowledge and analytical skills needed for careers in economics, public policy, finance, and business, preparing them to understand and contribute to national and global economic discussions.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Introduction to Macroeconomics	
<b>Week 2</b>	Measuring the Economy	

<b>Week 3</b>	Inflation	
<b>Week 4</b>	Aggregate Demand & Supply	
<b>Week 5</b>	Key Economic Indicators	
<b>Week 6</b>	Unemployment	
<b>Week 7</b>	Business Cycles	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Classical and Keynesian Economics	
<b>Week 10</b>	Monetary Policy	
<b>Week 11</b>	International Trade	
<b>Week 12</b>	Macroeconomics and Peacebuilding	
<b>Week 13</b>	Fiscal Policy	
<b>Week 14</b>	Economic Growth	
<b>Week 15</b>	Exchange Rates & Global Institutions	
<b>Week 16</b>	Final Presentations / Review	
<b>Textbooks and Reading Material</b>		
<ul style="list-style-type: none"> <li>• N. Gregory Mankiw – <i>Principles of Macroeconomics</i></li> <li>• Case &amp; Fair – <i>Principles of Economics</i></li> </ul>		

### **Supplementary Readings:**

- Paul Krugman – *International Economics* (for global aspects)
- Jeffrey Sachs – *The End of Poverty*
- Paul Collier – *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*

### **Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-303</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Theories of War and Peace</b>				

**Course Introduction**

The course *Theories of War and Peace* explores the fundamental causes, dynamics, and consequences of war and conflict, as well as the strategies and mechanisms used to achieve peace. It examines classical and contemporary theories that explain why wars occur and how peace can be sustained at national and international levels. Students will analyze various perspectives, including realism, liberalism, constructivism, and critical theories, to understand the motivations behind conflicts and the role of diplomacy, negotiation, and peacebuilding in conflict resolution. By engaging with historical case studies and modern peace initiatives, students will develop the analytical skills necessary to assess global security challenges and peace efforts.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand key theories of war and peace**, including realism, liberalism, and constructivism.
- Analyze the historical, political, economic, and social factors** that contribute to the outbreak of wars.
- Examine different types of conflicts**, including interstate wars, civil wars, and asymmetric warfare.
- Evaluate the effectiveness of conflict prevention and resolution mechanisms**, such as diplomacy, mediation, and peace treaties.
- Assess the role of international organizations**, such as the United Nations and regional peacekeeping bodies, in maintaining global peace and security.
- Critically examine historical and contemporary case studies** to identify patterns in war and peace efforts.
- Discuss the ethical and legal considerations of war**, including just war theory and humanitarian interventions.
- Develop independent research and critical thinking skills** to propose policy solutions for contemporary security and peace challenges.

This course equips students with a strong foundation in international security studies, preparing them for careers in diplomacy, international relations, conflict resolution, and policymaking.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Introduction to Theory of War and Peace	

<b>Week 2</b>	<b>The Case for Environmental Peacemaking</b> <i>Author:</i> Ken Conca	
<b>Week 3</b>	<b>Environmental Cooperation and Regional Peace: Baltic Politics, Programs, and Prospects</b> <i>Author:</i> Stacy D. VanDeveer	
<b>Week 4</b>	<b>Environmental Cooperation in South Asia</b> <i>Author:</i> Ashok Swain	
<b>Week 5</b>	<b>Environmental Cooperation in South Asia</b> <i>Author:</i> Ashok Swain	
<b>Week 6</b>	 <i>Author:</i> Erika Weinthal	
<b>Week 7</b>	<b>The Promises and Pitfalls of Environmental Peacemaking in the Aral Sea Basin</b> <i>Author:</i> Erika Weinthal	
<b>Week 8</b>	Mid-term	
<b>Week 9</b>	<b>Environmental Cooperation for Regional Peace and Security in Southern Africa</b> <i>Author:</i> Larry A. Swatuk	
<b>Week 10</b>	<b>Beyond Reciprocity: Governance and Cooperation around the Caspian Sea</b> <i>Author:</i> Douglas W. Blum	
<b>Week 11</b>	<b>Beyond Reciprocity: Governance and Cooperation around the Caspian Sea</b> <i>Author:</i> Douglas W. Blum	
<b>Week 12</b>	<b>Water Cooperation in the U.S.-Mexico Border Region</b> <i>Author:</i> Pamela M. Doughman	
<b>Week 13</b>	<b>Water Cooperation in the U.S.-Mexico Border Region</b> <i>Author:</i> Pamela M. Doughman	
<b>Week 14</b>	<b>The Problems and Possibilities of Environmental Peacemaking</b> <i>Authors:</i> Ken Conca and Geoffrey D. Dabelko	
<b>Week 15</b>	<b>The Problems and Possibilities of Environmental Peacemaking</b> <i>Authors:</i> Ken Conca and Geoffrey D. Dabelko	
<b>Week 16</b>	Final Term	

<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book: Ken Conca &amp; Geoffrey D. Dabelko, <i>Environmental Peacemaking</i></p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <p>3. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</p> <p>4. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</p>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<p>1. Assignment types,      2. Quiz competition among students.      3. Presentations with question answers session      4. And group discussions</p>			
<b>Assessment</b>			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-304</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Major Elective I (Peacebuilding and sustainable development)</b>				

**Course Introduction**

The course **Peacebuilding and sustainable development** causes, dynamics, and consequences of war and conflict, as well as the strategies and mechanisms used to achieve peace. It examines classical and contemporary theories that explain why wars occur and how peace can be sustained at national and international levels. Students will analyze various perspectives, including realism, liberalism, constructivism, and critical theories, to understand the motivations behind conflicts and the role of diplomacy, negotiation, and peacebuilding in conflict resolution. By engaging with historical case studies and modern peace initiatives, students will develop the analytical skills necessary to assess global security challenges and peace efforts.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. **Understand key theories of war and peace**, including realism, liberalism, and constructivism.
2. **Analyze the historical, political, economic, and social factors** that contribute to the outbreak of wars.
3. **Examine different types of conflicts**, including interstate wars, civil wars, and asymmetric warfare.
4. **Evaluate the effectiveness of conflict prevention and resolution mechanisms**, such as diplomacy, mediation, and peace treaties.
5. **Assess the role of international organizations**, such as the United Nations and regional peacekeeping bodies, in maintaining global peace and security.
6. **Critically examine historical and contemporary case studies** to identify patterns in war and peace efforts.
7. **Discuss the ethical and legal considerations of war**, including just war theory and humanitarian interventions.
8. **Develop independent research and critical thinking skills** to propose policy solutions for contemporary security and peace challenges.

This course equips students with a strong foundation in international security studies, preparing them for careers in diplomacy, international relations, conflict resolution, and policymaking.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Introduction to Peacebuilding and Sustainable Development	
	Theories and Approaches to Peacebuilding	

<b>Week 2</b>	Sustainable Development Goals (SDGs) and Peace	
	The Role of International Organizations in Peacebuilding	
<b>Week 3</b>	Conflict Prevention and Early Warning Systems	
	Post-Conflict Reconstruction and Development	
<b>Week 4</b>	Economic Recovery in Post-Conflict Societies	
	Governance, Rule of Law, and Institutional Strengthening	
<b>Week 5</b>	Human Rights and Social Justice in Peacebuilding	
	Environmental Sustainability and Conflict Resolution	
<b>Week 6</b>	Climate Change and its Impact on Conflict	
	Natural Resource Management and Peace	
<b>Week 7</b>	Gender and Inclusive Peacebuilding	
	The Role of Civil Society in Peace and Development	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Reconciliation and Transitional Justice	
	Peace Education and Capacity Building	
<b>Week 10</b>	The Role of Indigenous Knowledge in Sustainable Peace	
	Media, Communication, and Peace Narratives	
<b>Week 11</b>	Religious and Interfaith Dialogue in Peacebuilding	
	Economic Inequality and Social Cohesion	
<b>Week 12</b>	Human Security and Sustainable Livelihoods	
	Post-Conflict Trauma Healing and Psychosocial Support	
<b>Week 13</b>	Community-Based Peacebuilding Strategies	
	Arms Control, Disarmament, and Demobilization	
<b>Week 14</b>	Urbanization, Development, and Conflict Dynamics	
	Corruption, Governance, and Sustainable Peace	
<b>Week 15</b>	Military vs. Civilian Approaches to Peacebuilding	
	Public Policy and Development in Post-Conflict Societies	
<b>Week 16</b>	Final Term	

### Textbooks and Reading Material

- Textbooks Suggested Book: David Boucher & Paul Kelly, *Political Thinkers: From Socrates to the Present*.
- *Peacebuilding and Sustainable Development: Exploring the Links* by Abiodun Alao

#### 1.1. Journal Articles/ Reports

**Note:**

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### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-305</b>	<b>Credit Hours</b>	<b>3</b>
Minor Elective-I	Human Rights Law				

**Course Introduction**

Human Rights Law is a vital area of legal study that examines the fundamental rights and freedoms that belong to every individual, regardless of nationality, gender, ethnicity, or social status. This course provides students with a comprehensive understanding of the legal frameworks that protect human rights at the national, regional, and international levels. It explores the historical evolution of human rights, key international treaties and conventions, and the role of courts and institutions in enforcing these rights. Additionally, the course examines contemporary human rights challenges, including issues of discrimination, freedom of speech, refugee protection, and access to justice. By integrating theoretical perspectives with practical case studies, students will gain a critical understanding of human rights law and its application in real-world scenarios.

**Learning Outcomes**

By the end of this course, students will be able to:

- Understand the Concept of Human Rights** – Define human rights, trace their historical development, and analyze their philosophical and legal foundations.
- Examine International Human Rights Frameworks** – Explore major human rights treaties, conventions, and organizations such as the United Nations, European Court of Human Rights, and International Criminal Court.
- Analyze National and Regional Human Rights Mechanisms** – Assess how human rights are protected under national constitutions and legal systems, along with regional enforcement mechanisms.
- Identify and Discuss Human Rights Violations** – Recognize different forms of human rights abuses, including discrimination, torture, and denial of fundamental freedoms, and evaluate legal responses to these violations.
- Critically Assess Contemporary Human Rights Challenges** – Investigate current global issues such as refugee crises, digital privacy, environmental rights, and the impact of terrorism on human rights.
- Develop Legal Research and Advocacy Skills** – Conduct research on human rights issues, analyze case laws, and articulate arguments in favor of human rights protection through legal reasoning and advocacy.
- Evaluate the Role of Courts and Non-Governmental Organizations (NGOs)** – Study the impact of judicial bodies, human rights commissions, and civil society organizations in promoting and enforcing human rights laws.
- Apply Human Rights Principles to Real-World Cases** – Engage in case study analyses, moot court exercises, and policy discussions to apply legal principles in practical human rights law contexts.

This course aims to equip students with the knowledge and skills necessary to contribute effectively to the field of human rights law, whether in legal practice, public policy, or human rights advocacy.

Course Content		Assignments/Readings
<b>Week 1</b>	Introduction to Human Rights Law – History, Philosophy, and Development	
	Sources of Human Rights Law – Treaties, Customary Law, Soft Law	
<b>Week 2</b>	Universal vs. Regional Human Rights Systems (UN, ECHR, ACHPR, IACHR)	
	State Obligations & Enforcement Mechanisms	
<b>Week 3</b>	Right to Life and Capital Punishment	
	Freedom from Torture, Cruel, Inhuman, and Degrading Treatment	
<b>Week 4</b>	Freedom of Expression, Assembly, and Association	
	Right to Privacy and Surveillance in the Digital Age	
<b>Week 5</b>	Right to Liberty, Security, and Fair Trial	
	Democracy and Political Participation	
<b>Week 6</b>	Right to Work, Fair Wages, and Labor Rights	
	Right to Education and Cultural Rights	
<b>Week 7</b>	Right to Health and Access to Medicine	
	Right to Food, Water, and Sanitation	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Children's Rights and Protection from Exploitation	
	Rights of Refugees, Asylum Seekers, and Stateless Persons	
<b>Week 10</b>	Indigenous Peoples' Rights and Self-Determination	
	Women's Rights and Gender Equality	
<b>Week 11</b>	Rights of Persons with Disabilities	
	Human Rights and Climate Change – Environmental Justice	
<b>Week 12</b>	Terrorism, National Security, and Human Rights	
	Technology, AI, and Digital Rights – Privacy, Free Speech, and AI Ethics	
<b>Week 13</b>	Business and Human Rights – Corporate Accountability	

	Human Trafficking and Modern Slavery	
<b>Week 14</b>	Role of the UN, International Criminal Court (ICC), and Human Rights Bodies	
	Regional Human Rights Courts (ECHR, IACHR, ACHPR)	
if	Transitional Justice and Post-Conflict Human Rights (Truth Commissions, Reparations)	
	Human Rights Violations in Armed Conflict (IHL & IHRL)	
<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

1.1. Textbooks Suggested Book: **International Human Rights Law**" by Daniel Moeckli, Sangeeta Shah, and Sandesh Sivakumaran

1.2. Journal Articles/ Reports

#### **Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-401</b>	<b>Credit Hours</b>	<b>4</b>
Terrorism and Counterterrorism Strategies					

### **Course Introduction**

Terrorism remains one of the most significant threats to global peace and security, affecting nations, societies, and individuals worldwide. This course provides an in-depth examination of terrorism, its root causes, evolution, and impact, along with the strategies used to counter and prevent it. Students will explore different forms of terrorism, including religious extremism, political violence, cyberterrorism, and state-sponsored terrorism. The course also covers the legal, political, and ethical dimensions of counterterrorism policies at the national and international levels. Through case studies and critical analysis, students will gain insights into the effectiveness of counterterrorism measures, including intelligence gathering, law enforcement strategies, de-radicalization programs, and military interventions. This course aims to equip students with a comprehensive understanding of terrorism and the multidisciplinary approaches used to combat it.

### **Learning Outcomes**

By the end of this course, students will be able to:

1. **Define and Analyze Terrorism** – Understand the concept of terrorism, its historical evolution, and its various ideological, political, and social motivations.
2. **Examine Different Types of Terrorist Organizations** – Study various terrorist groups, their organizational structures, recruitment methods, and operational strategies.
3. **Explore the Root Causes of Terrorism** – Analyze the political, economic, religious, and psychological factors that contribute to radicalization and terrorist activities.
4. **Evaluate National and International Counterterrorism Frameworks** – Assess the policies and laws implemented by governments and international bodies such as the United Nations, NATO, and INTERPOL.
5. **Understand Intelligence and Surveillance Techniques** – Explore the role of intelligence agencies, cyber monitoring, and surveillance in preventing terrorist activities.
6. **Assess Counterterrorism Strategies** – Critically analyze various counterterrorism approaches, including military interventions, diplomatic efforts, intelligence operations, and community engagement programs.
7. **Discuss Human Rights and Ethical Issues in Counterterrorism** – Examine the balance between security measures and civil liberties, including concerns related to profiling, detention, and extrajudicial actions.
8. **Analyze Case Studies of Major Terrorist Attacks and Responses** – Investigate real-world incidents such as 9/11, the London bombings, and other global terrorist events to understand their impact and counterterrorism responses.
9. **Explore Emerging Threats in Terrorism** – Identify and assess modern challenges such as cyberterrorism, lone-wolf attacks, and the use of artificial intelligence in terrorist activities.
10. **Develop Policy Recommendations for Counterterrorism** – Propose informed and ethical

counterterrorism policies through research, debate, and strategic analysis.

This course will enable students to critically engage with terrorism-related issues and develop skills relevant to careers in security studies, law enforcement, intelligence, policy-making, and international relations.

Course Content		Assignments/Readings
Week 1	Definition of Terrorism	
	History of Terrorism	
Week 2	Types of Terrorism	
	Causes of Terrorism	
Week 3	Religious Extremism and Terrorism	
	Political and Ideological Terrorism	
Week 4	Terrorist Organizations and Networks	
	Lone-Wolf Terrorism	
Week 5	State-Sponsored Terrorism	
	Cyberterrorism	
Week 6	Radicalization and Recruitment	
	Terrorist Financing	
Week 7	Weapons and Tactics of Terrorists	
	Impact of Terrorism on Society	
Week 8	Mid term	
Week 9	Intelligence and Surveillance, Media and Terrorism	
	Law Enforcement and Counterterrorism	
Week 10	Counterterrorism Strategies	
	Drone Warfare and Targeted Killings	
Week 11	Border Security and Immigration Policies	
	De-radicalization Programs	
Week 12	The Role of the United Nations in Counterterrorism	
	Countering Terrorist Propaganda	
Week 13	Human Rights and Counterterrorism	
	Terrorism and Economic Impact	
Week 14	Community-Based Counterterrorism	

	Terrorism in Conflict Zones	
<b>Week 15</b>	International Cooperation Against Terrorism	
	Challenges in Counterterrorism	
<b>Week 16</b>	Final term	

### **Textbooks and Reading Material**

1.1. Textbooks Suggested Book: Bruce Hoffman, *Inside Terrorism*

1.2. Terrorism and Counterterrorism – Brigitte L. Nacos

1.3. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-402</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Diplomacy and Negotiation</b>				
<b>Course Introduction</b>					

The course *Diplomacy and Negotiation* provides students with an in-depth understanding of the principles, strategies, and practices involved in diplomatic relations and negotiation processes. Diplomacy plays a crucial role in managing international relations, resolving conflicts, and fostering cooperation among nations. This course explores the history, evolution, and contemporary practices of diplomacy, including bilateral and multilateral negotiations, diplomatic protocols, and the role of international organizations. Students will analyze key diplomatic case studies, develop negotiation skills, and understand the impact of diplomacy on global peace, security, and economic relations. By the end of the course, students will be equipped with theoretical knowledge and practical skills essential for careers in international relations, foreign affairs, and conflict resolution.

<b>Learning Outcomes</b>					
Upon successful completion of this course, students will be able to:					
<ol style="list-style-type: none"> <li><b>Understand the fundamental concepts and history of diplomacy</b>, including its evolution and significance in international relations.</li> <li><b>Analyze different types of diplomacy</b>, such as traditional, economic, cultural, and public diplomacy.</li> <li><b>Examine the key principles, strategies, and techniques of negotiation</b>, including persuasion, mediation, and conflict resolution.</li> <li><b>Assess the role of international organizations and diplomatic missions</b> in managing global affairs.</li> <li><b>Explore case studies of successful and failed diplomatic negotiations</b>, drawing lessons from real-world scenarios.</li> <li><b>Develop practical negotiation skills</b>, including communication, problem-solving, and decision-making in diplomatic contexts.</li> <li><b>Understand diplomatic protocols, etiquettes, and legal frameworks</b> governing international negotiations.</li> <li><b>Critically evaluate contemporary diplomatic challenges</b>, such as trade disputes, peace agreements, and geopolitical tensions.</li> </ol>					
This course prepares students for careers in foreign service, international organizations, diplomacy, conflict resolution, and global policymaking, equipping them with the necessary skills to navigate international negotiations effectively.					

	<b>Course Content</b>	<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Definition of Diplomacy</b>	
	<b>History of Diplomacy</b>	

<b>Week 2</b>	Types of Diplomacy	
	Diplomatic Actors	
<b>Week 3</b>	Principles of Diplomacy	
	Diplomatic Immunity and Protocol	
<b>Week 4</b>	Soft Power vs. Hard Power	
	Public Diplomacy	
<b>Week 5</b>	Track I and Track II Diplomacy	
	Economic Diplomacy	
<b>Week 6</b>	Crisis Diplomacy	
	Peace Negotiations	
<b>Week 7</b>	Preventive Diplomacy	
	Mediation and Arbitration	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Diplomatic Strategy and Tactics	
	Summit Diplomacy, Multilateral Diplomacy	
	Coercive Diplomacy	
<b>Week 10</b>	Negotiation Theories	
	Stages of Negotiation	
<b>Week 11</b>	The Role of Communication in Diplomacy	
	Cultural Sensitivity in Diplomacy	
<b>Week 12</b>	Diplomatic Language and Rhetoric	
	Legal Framework of Diplomacy	
<b>Week 13</b>	Conflict Resolution through Diplomacy	
	Role of Intelligence in Diplomacy	
<b>Week 14</b>	Ethics in Diplomacy	
	Diplomacy in the Digital Age	
<b>Week 15</b>	Diplomacy and Global Governance	
	Climate Diplomacy	
<b>Week 16</b>	Final term	
<b>Textbooks and Reading Material</b>		
1.1. Textbooks Suggested Book: Richard Gross, <i>Psychology: The Science of Mind and</i>		

*Behaviour.*

## 1.2. Journal Articles/ Reports

### Note:

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-403</b>	<b>Credit Hours</b>	<b>4</b>
	<b>International Organization and Peacekeeping</b>				

### **Course Introduction**

The course *International Organization and Peacekeeping* explores the role of international institutions in maintaining global peace, security, and cooperation. It examines the functions, structures, and effectiveness of major international organizations such as the United Nations (UN), the European Union (EU), the African Union (AU), and NATO. A significant focus is placed on the principles and practices of peacekeeping missions, conflict resolution, and humanitarian interventions. Students will analyze real-world case studies of peacekeeping operations, evaluating their successes and challenges. By understanding the mechanisms of global governance and collective security, students will develop a comprehensive perspective on how international organizations contribute to stability and development in conflict-prone regions.

### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand the structure, functions, and objectives of major international organizations** and their role in global governance.
- Analyze the principles and evolution of peacekeeping operations**, including their legal and ethical dimensions.
- Examine the effectiveness of international organizations** in conflict prevention, crisis management, and peacebuilding.
- Evaluate case studies of past and present peacekeeping missions**, identifying key successes and failures.
- Explore the role of regional organizations**, such as the AU and EU, in promoting peace and security.
- Assess the challenges and limitations of peacekeeping efforts**, including political, logistical, and humanitarian constraints.
- Develop critical thinking and policy analysis skills** to propose solutions for improving international peacekeeping operations.
- Understand the impact of international law and diplomacy** in shaping the work of international organizations and peacekeeping missions.

This course prepares students for careers in international relations, diplomacy, conflict resolution, peacekeeping, and humanitarian work, equipping them with the knowledge and skills to engage with global peace and security initiatives.

	<b>Course Content</b>	<b>Assignments/Readings</b>
<b>Week 1</b>	Understanding the basics of International Organizations	
	United Nations and Peacekeeping	

<b>Week 2</b>	Types of International Organizations	
	The Role of the UN Security Council	
<b>Week 3</b>	Peacekeeping vs. Peacemaking	
	Principles of UN Peacekeeping	
<b>Week 4</b>	Notable Peacekeeping Missions	
	Challenges in Peacekeeping Operations	
<b>Week 5</b>	Humanitarian Intervention	
	The Role of Regional Organizations in Peacekeeping	
<b>Week 6</b>	The Responsibility to Protect (R2P)	
	Conflict Prevention Strategies	
<b>Week 7</b>	The Role of Diplomacy in Peacekeeping	
	The Effectiveness of UN Peacekeeping Missions	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Human Rights and Peacekeeping	
	Peacebuilding and Post-Conflict Reconstruction	
<b>Week 10</b>	The Role of NGOs in Peacekeeping	
	Funding of Peacekeeping Missions	
<b>Week 11</b>	Military vs. Civilian Peacekeeping	
	Hybrid Peacekeeping Operations	
<b>Week 12</b>	The Role of Technology in Peacekeeping	
	Legal Framework for Peacekeeping	
<b>Week 13</b>	The Impact of Failed Peacekeeping Missions	
	The Ethics of Peacekeeping	
<b>Week 14</b>	Peacekeeping and National Sovereignty	
	UN Peacekeeping Reform	
<b>Week 15</b>	The Role of Civil Society in Peacekeeping	
	Environmental Issues in Peacekeeping	
<b>Week 16</b>	Final term	
<b>Textbooks and Reading Material</b>		
1.1. Axelrod, R. and Keohane, R.O. (1985). Achieving cooperation under anarchy: Strategies and institutions. <i>World Politics</i> , 38(1), pp.226-254. Jervis, R. (1978).		

Cooperation under the security dilemma. *World Politics*, 30(2), pp.167-214 Journal Articles/ Reports

1.2. Barnett, M.N. and Finnemore, M. (1999). The politics, power, and pathologies of international organizations. *International Organization*, 53(4), pp.699-732. Keohane, R.O. (1982). The demand for international regimes. *International Organization*, 36(2), pp.325-355.

**Note:**

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### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

5. Assignment types,
6. Quiz competition among students.
7. Presentations with question answers session
8. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-404</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Major Elective – II Psychological Aspects of Conflict</b>				

### **Course Introduction**

The course *Psychological Aspects of Conflict* explores the role of human psychology in the emergence, escalation, and resolution of conflicts at interpersonal, societal, and international levels. It examines how emotions, perceptions, biases, and cognitive processes shape conflict behaviors and decision-making. The course delves into psychological theories of aggression, group dynamics, identity, and trauma, helping students understand how individuals and groups react to conflict situations. By analyzing real-world conflicts, students will develop insights into conflict resolution strategies, negotiation techniques, and peacebuilding efforts that consider psychological factors. This course is essential for those interested in conflict resolution, diplomacy, psychology, and social sciences.

### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand key psychological theories related to conflict**, including aggression, perception, and group dynamics.
- Analyze the role of emotions, identity, and biases** in shaping conflict behaviors and decisions.
- Examine how psychological factors contribute to conflict escalation** and the persistence of hostility.
- Assess the impact of trauma, stress, and fear** on individuals and communities affected by conflict.
- Explore the role of communication and misperceptions** in creating and resolving conflicts.
- Evaluate psychological approaches to conflict resolution**, including mediation, reconciliation, and peacebuilding.
- Understand the role of propaganda, stereotypes, and social influence** in shaping public perceptions of conflict.
- Apply psychological insights to real-world case studies**, proposing effective conflict management strategies.

This course equips students with a deeper understanding of the human mind in conflict situations, preparing them for careers in conflict resolution, peace studies, psychology, diplomacy, and international relations.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Definition and Causes of Conflict</b>	
	<b>Cognitive Biases in Conflict</b>	
<b>Week 2</b>	<b>Perception and Misperception</b>	
	<b>Emotions in Conflict</b>	

<b>Week 3</b>	<b>Personality and Conflict Styles</b>	
	<b>Aggression and Hostility</b>	
<b>Week 4</b>	<b>Identity and Group Conflict</b>	
	<b>Stereotypes and Prejudice</b>	
<b>Week 5</b>	<b>Power and Control in Conflict</b>	
	<b>The Role of Trust</b>	
<b>Week 6</b>	<b>Fear and Insecurity</b>	
	<b>Blame and Attribution Theory</b>	
<b>Week 7</b>	<b>Emotional Intelligence in Conflict</b>	
	<b>Stress and Conflict</b>	
<b>Week 8</b>	<b>Mid term</b>	
<b>Week 9</b>	<b>Trauma and Post-Conflict Reactions</b>	
	<b>Negotiation and Psychological Tactics</b>	
<b>Week 10</b>	<b>Mediation and Conflict Resolution</b>	
	<b>Forgiveness and Reconciliation</b>	
<b>Week 11</b>	<b>Social Influence and Peer Pressure</b>	
	<b>Moral Disengagement in Conflict</b>	
<b>Week 12</b>	<b>The Role of Communication in Conflict</b>	
	<b>Cognitive Dissonance and Conflict</b>	
<b>Week 13</b>	<b>Resentment and Historical Grievances</b>	
	<b>Psychology of Revenge</b>	
<b>Week 14</b>	<b>Groupthink in Conflict</b>	
	<b>Dehumanization in Conflict</b>	
<b>Week 15</b>	<b>Mediation and Third-Party Intervention</b>	
	<b>Hope and Resilience</b>	
<b>Week 16</b>	Final term	
<b>Textbooks and Reading Material</b>		
1.1. Textbooks Suggested Book: <b>The Psychology of Conflict: Mediating in a Diverse World</b> – Paul Randolph		
1.2. Journal Articles/ Reports		
<b>Note:</b>		

3. It is preferable to use latest available editions of books. Mention the publisher & year of publication.

4. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-405</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Minor Elective – II (Development Studies)</b>				

### **Course Introduction**

Development Studies is an interdisciplinary field that examines the economic, social, political, and environmental factors influencing global development. This course provides students with a comprehensive understanding of development theories, policies, and practices that shape the progress of nations and communities. It explores key themes such as poverty reduction, sustainable development, governance, human rights, globalization, and the role of international organizations in development. Through case studies and practical analysis, students will assess real-world development challenges and explore strategies for fostering economic growth, social inclusion, and environmental sustainability. The course equips students with the analytical tools and critical perspectives necessary to engage in development work, policymaking, and advocacy at local, national, and international levels.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand Key Concepts and Theories of Development** – Define development and explore major theoretical perspectives, including modernization, dependency, and sustainable development theories.
- Examine Global Development Trends** – Analyze historical and contemporary patterns of economic and social development across different regions.
- Analyze the Role of International Organizations** – Evaluate the impact of institutions such as the United Nations, World Bank, International Monetary Fund (IMF), and regional development organizations.
- Explore the Relationship Between Development and Governance** – Assess how political stability, democracy, and good governance contribute to development outcomes.
- Investigate Poverty and Inequality** – Examine the causes and consequences of poverty and social inequality, along with policy measures for their reduction.
- Assess Sustainable Development and Environmental Challenges** – Understand the principles of sustainability and explore issues like climate change, resource management, and green development policies.
- Evaluate the Impact of Globalization on Development** – Explore how trade, technology, migration, and cultural exchange influence development across different societies.
- Examine Human Rights and Social Justice in Development** – Understand the link between development and human rights, including gender equality, education, and healthcare.
- Analyze Case Studies of Development Programs and Policies** – Critically assess successful and unsuccessful development initiatives worldwide to draw lessons for policy and practice.
- Develop Practical Skills for Development Work** – Gain research, policy analysis, and project management skills applicable to careers in development agencies, NGOs, and governmental organizations.

This course prepares students to contribute effectively to the field of development, whether in academia, policy-making, international organizations, or grassroots development initiatives.

Course Content		Assignments/Readings
<b>Week 1</b>	Introduction to Development Studies	
	Theories of Development (Modernization, Dependency, World-Systems)	
<b>Week 2</b>	Economic Growth vs. Sustainable Development	
	Human Development and Capabilities Approach	
<b>Week 3</b>	Poverty, Inequality, and Social Exclusion	
	The Role of International Development Organizations	
<b>Week 4</b>	Globalization and Its Impact on Development	
	Sustainable Development Goals (SDGs)	
<b>Week 5</b>	Industrialization and Economic Transformation	
	Agriculture and Rural Development	
<b>Week 6</b>	Urbanization and Development Challenges	
	Education and Human Capital Development	
<b>Week 7</b>	Health and Development (Public Health, Epidemics)	
	Gender and Development	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Good Governance and Institutions	
	The Role of the State in Development	
<b>Week 10</b>	Foreign Aid, Debt, and Economic Dependency	
	The Impact of Trade and Global Markets	
<b>Week 11</b>	Climate Change and Environmental Sustainability	
	Natural Resource Management and Development	
<b>Week 12</b>	The Role of Technology and Innovation	
	Infrastructure and Development	
<b>Week 13</b>	Social Movements and Development	
	Migration, Refugees, and Development Challenges	
<b>Week 14</b>	The Informal Economy and Livelihood Strategies	
	Peace, Conflict, and Development	
<b>Week 15</b>	Post-Colonialism and Development	
	The Future of Development Studies	

<b>Week 16</b>	Final term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book: <i>Development Studies</i> by Jeffrey Haynes</p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
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**Course Outline**



Programme	BS Peace and Conflict Studies	Course Code	PCS-501	Credit Hours	3					
	<b>Human Security and Development</b>									
<b>Course Introduction</b>										
<p>Human security and development are closely interconnected fields that focus on ensuring the well-being, dignity, and protection of individuals and communities. This course explores the concept of human security, which extends beyond traditional national security to include economic, food, health, environmental, personal, community, and political security. It examines the role of development in enhancing human security by addressing issues such as poverty, conflict, climate change, human rights, and governance. Students will analyze global and regional security challenges, development policies, and international efforts to promote peace, stability, and sustainable development. Through case studies and policy analysis, this course equips students with the knowledge and skills to address human security threats and contribute to development initiatives at local, national, and international levels.</p>										
<b>Learning Outcomes</b>										
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li><b>Understand the Concept of Human Security</b> – Define human security and differentiate it from traditional security approaches.</li> <li><b>Examine the Link Between Human Security and Development</b> – Analyze how economic development, social inclusion, and governance contribute to human security.</li> <li><b>Explore Different Dimensions of Human Security</b> – Study key areas including economic security, food security, health security, environmental security, and personal security.</li> <li><b>Analyze Global and Regional Security Challenges</b> – Assess contemporary security threats such as armed conflicts, terrorism, forced migration, and climate change.</li> <li><b>Evaluate the Role of International and Regional Organizations</b> – Examine how institutions like the United Nations, World Bank, and regional bodies contribute to human security and development.</li> <li><b>Understand the Impact of Conflict on Development</b> – Explore how war, political instability, and humanitarian crises affect economic and social progress.</li> <li><b>Assess Policies and Strategies for Enhancing Human Security</b> – Investigate best practices in governance, peacebuilding, and sustainable development initiatives.</li> <li><b>Examine Human Rights and Social Justice in Security and Development</b> – Explore the role of human rights, democracy, and legal frameworks in promoting security and development.</li> <li><b>Analyze Case Studies of Human Security and Development Programs</b> – Study successful and failed interventions to draw lessons for policy and practice.</li> <li><b>Develop Critical Thinking and Policy Analysis Skills</b> – Gain the ability to assess and</li> </ol>										

propose effective solutions to human security and development challenges.

This course prepares students for careers in international development, security studies, policy-making, humanitarian work, and research, equipping them with the tools to address pressing global challenges.

Course Content		Assignments/Readings
Week 1	Introduction to Human Security	
	The Evolution of Human Security Concepts	
Week 2	Human Security vs. Traditional Security	
	The Role of the United Nations in Human Security	
Week 3	Sustainable Development and Human Security	
	Economic Security and Poverty Reduction	
Week 4	Food Security and Global Hunger Challenges	
	Water Security and Access to Clean Water	
Week 5	Environmental Security and Climate Change	
	Public Health Security and Global Pandemics	
Week 6	Human Rights and Social Justice	
	Gender and Human Security	
Week 7	Education and Its Role in Development	
	Political Security and Good Governance	
Week 8	Mid term	
Week 9	The Role of International Organizations in Human Security	
	Human Trafficking and Modern Slavery	
Week 10	The Impact of Terrorism on Human Security	
	The Nexus Between Development and Peacebuilding	
Week 11	The Role of Civil Society in Human Security	
	Human Security in Urban vs. Rural Areas	
Week 12	The Importance of Social Cohesion in Development	
	Indigenous Rights and Development Challenges	
Week 13	Economic Inequality and Social Unrest	
	The Role of Technology in Human Security	

<b>Week 14</b>	Access to Justice and Rule of Law	
	Mental Health and Psychological Security	
<b>Week 15</b>	Corruption and Its Impact on Human Security	
	Natural Disasters and Human Security	
<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

#### 1.1. Textbooks Suggested Book:

Human Security and Development: A Deliberative Policy Approach – Taylor Owen

#### 1.2. Journal Articles/ Reports

#### **Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS in Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-502</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Media, Propaganda and Conflict</b>				

**Course Introduction**

Media plays a crucial role in shaping public perceptions, influencing political narratives, and impacting conflict dynamics worldwide. This course explores the relationship between media, propaganda, and conflict, examining how information is used as a tool for persuasion, control, and warfare. Students will study the role of traditional and digital media in covering conflicts, the ethical responsibilities of journalists, and the effects of propaganda in shaping public opinion. The course also investigates the use of media in political campaigns, psychological operations, misinformation, and state-sponsored propaganda. By analyzing case studies from historical and contemporary conflicts, students will develop a critical understanding of the power of media in both escalating and resolving conflicts.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Role of Media in Conflict** – Analyze how media influences public opinion, policymaking, and conflict dynamics.
- Examine the History and Techniques of Propaganda** – Study key propaganda strategies used in political, military, and ideological conflicts.
- Explore the Impact of Digital and Social Media** – Assess how modern communication technologies contribute to information warfare, misinformation, and online radicalization.
- Analyze Case Studies of Media and Propaganda in Conflicts** – Investigate historical and contemporary examples, such as World War propaganda, Cold War disinformation, and modern-day conflicts.
- Evaluate the Ethical Responsibilities of Media** – Discuss issues related to journalistic ethics, media bias, censorship, and freedom of speech in conflict reporting.
- Understand Psychological Operations and Information Warfare** – Explore how governments and non-state actors use media to influence public perception and political outcomes.
- Assess the Role of Media in Peacebuilding** – Examine how media can be used as a tool for conflict resolution, reconciliation, and peace advocacy.
- Critically Engage with Misinformation and Fake News** – Develop analytical skills to identify, debunk, and counter propaganda and disinformation campaigns.
- Explore the Relationship Between Media, Nationalism, and Political Movements** – Study how media has been used to mobilize social movements, incite violence, or promote national unity.
- Develop Media Literacy and Critical Thinking Skills** – Enhance the ability to assess media sources critically and understand the broader implications of media influence in conflicts.

This course prepares students for careers in journalism, media analysis, international relations, security studies, and conflict resolution, equipping them with the skills to navigate the complex world of media and information warfare.

Course Content		Assignments/Readings
<b>Week 1</b>	The Concept of Peace Journalism	
<b>Week 2</b>	Conflict Transformation, Conflict Resolution and Prevention	
<b>Week 3</b>	Philosophical Debates on Peace	
<b>Week 4</b>	Working with the Media in Conflict and War	
<b>Week 5</b>	The Role of Mass Media in Social Control and Change	
<b>Week 6</b>	Differential and Common Aspects of International,	
<b>Week 7</b>	Consistency and Evolution in Ideological	
<b>Week 8</b>	Midterm	
<b>Week 9</b>	Ethical and Professional Issues related to Conflict Coverage	
<b>Week 10</b>	The Nexus between Media, Politics and Conflict	
<b>Week 11</b>	The Effects of News Media on Differential Audience Responses to	
<b>Week 12</b>	Basis of Different Conflicts	
<b>Week 13</b>	National and Local Conflicts and their Coverage	
<b>Week 14</b>	Journalism and Journalistic Objectivity	

<b>Week 15</b>	War Journalism and Peace Journalism		
<b>Week 16</b>	Final Term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book: John Paul Lederach, <i>The Little Book of Conflict Transformation</i></p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-503</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Interfaith Dialogue and Religious Conflicts</b>				

### **Course Introduction**

Religious diversity has been both a source of enrichment and a cause of conflict throughout history. This course explores the role of religion in society, examining how interfaith dialogue can serve as a tool for peacebuilding and conflict resolution. It delves into the causes of religious conflicts, historical and contemporary religious tensions, and the efforts made by different communities and organizations to promote mutual understanding and coexistence. Students will study various approaches to interfaith dialogue, analyze case studies of religious conflicts, and evaluate strategies for fostering tolerance and reconciliation. By integrating theoretical knowledge with practical engagement, this course aims to equip students with the skills to navigate religious differences and contribute to peacebuilding efforts at local, national, and international levels.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand the Concepts of Interfaith Dialogue and Religious Conflicts** – Define interfaith dialogue and explore its significance in diverse societies.
- Analyze the Causes of Religious Conflicts** – Examine historical, political, economic, and social factors contributing to religious tensions and violence.
- Explore Theories and Approaches to Religious Coexistence** – Study theological, sociological, and diplomatic perspectives on interfaith engagement.
- Assess the Role of Religious Leaders and Institutions in Peacebuilding** – Evaluate how religious figures and organizations contribute to conflict resolution and social harmony.
- Examine Case Studies of Religious Conflicts and Reconciliation Efforts** – Investigate examples from different regions to understand the successes and challenges of interfaith initiatives.
- Understand the Impact of Globalization and Modernization on Religious Identities** – Analyze how globalization, migration, and technological advancements influence religious interactions.
- Discuss the Role of Media in Shaping Religious Narratives** – Explore how media portrayal of religions can contribute to either conflict or understanding.
- Evaluate Policies and Legal Frameworks on Religious Freedom and Rights** – Assess international and national laws that protect religious diversity and prevent discrimination.
- Develop Skills for Constructive Interfaith Engagement** – Learn communication and negotiation techniques to foster meaningful interfaith dialogues.
- Propose Strategies for Conflict Prevention and Resolution** – Develop informed recommendations for promoting religious tolerance, dialogue, and peaceful coexistence.

This course prepares students for careers in diplomacy, conflict resolution, religious studies, community development, and international relations, equipping them with the knowledge and skills necessary to address religious conflicts and promote interfaith harmony.

Course Content		Assignments/Readings
Week 1	Introduction to Interfaith Dialogue	
	The Role of Religion in Conflict and Peacebuilding	
Week 2	Historical Perspectives on Religious Conflicts	
	Theories of Religious Pluralism and Coexistence	
Week 3	Interfaith Dialogue as a Conflict Resolution Tool	
	Case Studies of Successful Interfaith Initiatives	
Week 4	Religious Extremism and Its Impact on Global Security	
	The Role of Religious Leaders in Peacemaking	
Week 5	Secularism vs. Religious Identity in Conflict Resolution	
	The Influence of Colonialism on Religious Conflicts	
Week 6	Dialogue Between Abrahamic Faiths: Judaism, Christianity, Islam	
	Indigenous Spirituality and Reconciliation Efforts	
Week 7	Media Representations of Religious Conflicts	
Week 8	Mid Term	
Week 9	The Role of Education in Promoting Interfaith Understanding	
	Interfaith Diplomacy and International Relations	
Week 10	Faith-Based Humanitarian Organizations and Peacebuilding	
	Religious Narratives and Their Influence on War and Peace	
Week 11	Theology of Forgiveness and Reconciliation	
	Ethics of War and Peace in Different Religious Traditions	
Week 12	Addressing Sectarianism Through Interfaith Engagement	
	Religious Tolerance vs. Religious Freedom Debates	
Week 13	The Impact of Globalization on Religious Conflicts	
	Migration, Multiculturalism, and Religious Integration	
Week 14	Extremism, Radicalization, and De-Radicalization Efforts	

	Religious Identity and Nationalism		
Week 15	Challenges to Interfaith Dialogue in Post-Conflict Societies		
	Role of Youth in Interfaith Peacebuilding		
Week 16	Final Term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book:</p> <p><i>Interfaith Dialogue and Peacebuilding</i> by David R. Smock</p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-504</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Major Elective – III Environmental Conflicts and Climate Security</b>				

**Course Introduction**

This course explores the role of religion in society, examining how interfaith dialogue can serve as a tool for peacebuilding and conflict resolution. It delves into the causes of religious conflicts, historical and contemporary religious tensions, and the efforts made by different communities and organizations to promote mutual understanding and coexistence. Students will study various approaches to interfaith dialogue, analyze case studies of religious conflicts, and evaluate strategies for fostering tolerance and reconciliation. By integrating theoretical knowledge with practical engagement, this course aims to equip students with the skills to navigate religious differences and contribute to peacebuilding efforts at local, national, and international levels.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Concepts of Interfaith Dialogue and Religious Conflicts** – Define interfaith dialogue and explore its significance in diverse societies.
- Analyze the Causes of Religious Conflicts** – Examine historical, political, economic, and social factors contributing to religious tensions and violence.
- Explore Theories and Approaches to Religious Coexistence** – Study theological, sociological, and diplomatic perspectives on interfaith engagement.
- Assess the Role of Religious Leaders and Institutions in Peacebuilding** – Evaluate how religious figures and organizations contribute to conflict resolution and social harmony.
- Examine Case Studies of Religious Conflicts and Reconciliation Efforts** – Investigate examples from different regions to understand the successes and challenges of interfaith initiatives.
- Understand the Impact of Globalization and Modernization on Religious Identities** – Analyze how globalization, migration, and technological advancements influence religious interactions.
- Discuss the Role of Media in Shaping Religious Narratives** – Explore how media portrayal of religions can contribute to either conflict or understanding.
- Evaluate Policies and Legal Frameworks on Religious Freedom and Rights** – Assess international and national laws that protect religious diversity and prevent discrimination.
- Develop Skills for Constructive Interfaith Engagement** – Learn communication and negotiation techniques to foster meaningful interfaith dialogues.
- Propose Strategies for Conflict Prevention and Resolution** – Develop informed recommendations for promoting religious tolerance, dialogue, and peaceful coexistence.

This course prepares students for careers in diplomacy, conflict resolution, religious studies, community development, and international relations, equipping them with the knowledge and skills necessary to address religious conflicts and promote interfaith harmony.

Course Content		Assignments/Readings
Week 1	Introduction to Environmental Conflicts and Climate Security	
	Theories of Environmental Security	
Week 2	Climate Change as a Threat Multiplier	
	Water Scarcity and Transboundary Water Conflicts	
Week 3	Food Security and Climate-Induced Agricultural Crises	
	Deforestation, Land Degradation, and Conflict	
Week 4	The Role of Natural Resources in Armed Conflicts	
	The Political Economy of Environmental Conflicts	
Week 5	Climate Refugees and Forced Migration	
	Rising Sea Levels and Threats to Coastal Communities	
Week 6	Extreme Weather Events and Human Security	
	Energy Security and Resource Competition	
Week 7	Desertification and Conflict in the Sahel Region	
	The Role of Renewable Energy in Conflict Prevention	
Week 8	Mid term	
	Global Climate Policies and Environmental Governance	
Week 9	The Impact of Climate Change on Indigenous Communities	
	Biodiversity Loss and Its Security Implications	
Week 10	The Militarization of Climate Security	
	Urbanization, Pollution, and Environmental Conflicts	
Week 11	The Role of International Organizations in Climate Security	
	Corporate Responsibility and Environmental Conflict	
Week 12	Community-Based Approaches to Environmental Peacebuilding	
	The Role of Media in Shaping Climate Security Narratives	
Week 13	Gender and Environmental Conflict	
	The Role of Science and Technology in Climate Security	

<b>Week 14</b>	Environmental Activism and State Responses		
	Case Studies of Environmental Conflicts Around the World		
<b>Week 15</b>	Strategies for Climate Resilience and Sustainable Development		
	Future Challenges and Opportunities in Climate Security		
<b>Week 16</b>	Final term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book:  <i>Climate Change and Security: A Handbook</i> by Christian Webersik.</p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
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**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-505</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Minor Elective-III Regional Geopolitics</b>				

**Course Introduction**

Geopolitics is a critical field of study that examines how geography, political power, and international relations shape regional and global dynamics. This course focuses on the geopolitical landscapes of different regions, analyzing how historical legacies, economic interests, military strategies, and diplomatic policies influence regional stability and conflicts. Students will explore key geopolitical theories, assess the role of global powers in regional affairs, and examine contemporary geopolitical challenges such as border disputes, resource competition, and strategic alliances. By studying case studies from different regions, students will develop a nuanced understanding of the complex interactions between states, non-state actors, and international institutions in shaping the global order.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Fundamentals of Geopolitics** – Define key geopolitical concepts and theories, including realism, liberalism, and critical geopolitics.
- Analyze Regional Power Structures and Alliances** – Examine the role of major and emerging powers in shaping regional politics and security.
- Explore the Impact of Geography on Political and Economic Strategies** – Assess how natural resources, trade routes, and strategic locations influence regional conflicts and cooperation.
- Examine Key Geopolitical Regions** – Study the political dynamics of regions such as South Asia, the Middle East, Europe, Africa, and the Asia-Pacific.
- Investigate Contemporary Regional Conflicts** – Analyze case studies of territorial disputes, ethnic conflicts, and military interventions.
- Assess the Role of International Organizations in Regional Politics** – Evaluate how institutions like the United Nations, NATO, ASEAN, and the African Union influence regional stability.
- Understand the Influence of Globalization on Regional Geopolitics** – Explore how economic interdependence, digital connectivity, and transnational movements affect regional power dynamics.
- Examine the Geopolitical Impacts of Climate Change and Resource Competition** – Assess how environmental factors influence geopolitical conflicts and regional cooperation.
- Develop Critical Thinking and Policy Analysis Skills** – Enhance the ability to evaluate geopolitical developments and propose informed policy recommendations.
- Predict Future Geopolitical Trends and Challenges** – Identify emerging geopolitical shifts and their potential impact on regional and global politics.

This course prepares students for careers in international relations, security studies, diplomacy, policy analysis, and strategic research, equipping them with the knowledge and analytical skills to navigate complex geopolitical landscapes.

Course Content		Assignments/Readings
Week 1	Introduction to Geopolitics	
	Classical vs. Critical Geopolitics	
Week 2	The Role of Geography in Global Politics	
	Theories of Geopolitics: Mackinder, Mahan, Spykman	
Week 3	The Concept of Heartland and Rimland	
	Regionalism and Geopolitical Blocs	
Week 4	The Impact of Colonial Legacies on Regional Geopolitics	
	The Role of Borders and Territorial Disputes	
Week 5	Resources and Geopolitical Competition	
	The Influence of Climate and Environment on Geopolitics	
Week 6	The Geopolitics of Energy (Oil, Gas, Renewables)	
	Water Security and Transboundary Conflicts	
Week 7	Maritime Geopolitics and Naval Strategy	
	The Arctic and Antarctica in Geopolitical Competition	
Week 8	Mid term	
Week 9	Geopolitical Shifts in a Multipolar World	
	The Role of Major Powers (USA, China, Russia, EU)	
Week 10	The Indo-Pacific Strategy and Its Implications	
	China's Belt and Road Initiative (BRI) and Its Global Impact	
Week 11	The Role of Military Alliances (NATO, QUAD, CSTO)	
	The Influence of Technology and Cyber Geopolitics	
Week 12	Space Geopolitics and the Militarization of Space	
	The Role of Soft Power in Regional Influence	

<b>Week 13</b>	Regional Trade Agreements and Economic Geopolitics	
	Nationalism and Geopolitical Conflicts	
<b>Week 14</b>	Migration, Refugees, and Geopolitical Tensions	
	Hybrid Warfare and Non-Traditional Security Threats	
<b>Week 15</b>	The Future of Globalization and Geopolitical Competition	
	Strategies for Regional Stability and Conflict Resolution	
<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

#### 1.1. Textbooks Suggested Book:

Geopolitics: A Very Short Introduction by Klaus Dodds and The Revenge of Geography by Robert D. Kaplan

#### 1.2. Journal Articles/ Reports

#### **Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-601</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Post-Conflict Reconstruction and Reconciliation</b>				

### **Course Introduction**

Post-conflict reconstruction and reconciliation are critical processes in rebuilding societies affected by war, violence, and political instability. This course examines the strategies, challenges, and frameworks used to restore peace, promote justice, and rebuild political, economic, and social institutions in post-conflict settings. Students will explore key concepts such as transitional justice, peacebuilding, governance reforms, humanitarian aid, and community reconciliation efforts. By analyzing historical and contemporary case studies, the course provides an in-depth understanding of how countries and communities recover from conflict and prevent future violence. Through practical engagement and policy analysis, students will develop the skills necessary to contribute to peacebuilding and sustainable development initiatives.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand the Principles of Post-Conflict Reconstruction** – Define key concepts and examine the political, economic, and social dimensions of rebuilding societies after conflict.
- Analyze the Challenges of Transition from War to Peace** – Study the difficulties in governance, security, infrastructure development, and economic recovery in post-conflict environments.
- Examine the Role of International and Regional Organizations** – Assess the contributions of the United Nations, World Bank, regional bodies, and NGOs in post-conflict reconstruction.
- Explore Transitional Justice Mechanisms** – Investigate truth commissions, war crimes tribunals, amnesties, and other legal approaches to dealing with past atrocities.
- Assess Peacebuilding Strategies and Conflict Prevention** – Examine the effectiveness of peace agreements, disarmament, demobilization, and reintegration (DDR) programs.
- Study Economic Reconstruction and Development Policies** – Analyze how economic stability, job creation, and infrastructure rebuilding contribute to long-term peace.
- Evaluate the Role of Civil Society in Reconciliation Efforts** – Understand how grassroots movements, religious groups, and community initiatives foster healing and social cohesion.
- Investigate Case Studies of Post-Conflict Societies** – Learn from real-world examples such as Rwanda, Bosnia, South Africa, and Iraq to understand successes and failures in reconstruction.
- Discuss the Psychological and Social Impact of War** – Explore the trauma, displacement, and identity issues faced by individuals and communities in post-conflict

settings.

#### 10. Develop Policy Recommendations for Effective Reconstruction and Reconciliation

- Propose informed solutions for sustainable peace and conflict prevention.

This course prepares students for careers in peacebuilding, humanitarian aid, international development, conflict resolution, and public policy, equipping them with the knowledge and skills to contribute to post-conflict recovery and reconciliation efforts worldwide.

	Course Content	Assignments/Readings
Week 1	Introduction to Post-Conflict Reconstruction	
	Theories and Approaches to Reconstruction	
Week 2	The Role of the State in Post-Conflict Recovery	
	Security Sector Reform (SSR)	
Week 3	Disarmament, Demobilization, and Reintegration (DDR)	
	Transitional Justice and Reconciliation	
Week 4	Rule of Law and Judicial Reform	
	Governance and Institutional Building	
Week 5	Political Transitions and Democratization	
	Role of International Organizations in Reconstruction	
Week 6	The Impact of Foreign Aid on Reconstruction	
	Economic Recovery and Development	
Week 7	Infrastructure Rebuilding in Post-Conflict Societies	
	Humanitarian Assistance and Development Nexus	
Week 8	Mid Term	
Week 9	Refugees and Internally Displaced Persons (IDPs)	
	Social Cohesion and Community Rebuilding	
Week 10	Civil Society and Grassroots Peace Initiatives	
	The Role of Media in Post-Conflict Societies	
Week 11	Education and Peacebuilding	
	Health Systems Recovery	
Week 12	Psychological Impact of War and Trauma Healing	
	Environmental Concerns in Post-Conflict Recovery	
Week 13	Natural Resource Management in Reconstruction	
	Hybrid Governance and Local Leadership	

<b>Week 14</b>	Decentralization and Power-Sharing Agreements	
	The Role of Religion in Reconciliation	
<b>Week 15</b>	Challenges of Corruption and Mismanagement in Reconstruction	
	Future Directions in Post-Conflict Recovery and Peacebuilding	
<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

1.3. Textbooks Suggested Book:

*The Politics of Post-Conflict Reconstruction* by Louise Fawcett & Alpaslan Özerdem

1.4. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings,

			quizzes etc.
<b>3.</b>	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-602</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Gender Peace and Security</b>				

**Course Introduction**

The study of gender, peace, and security is essential in understanding the impact of conflicts on different genders and the role of women and marginalized groups in peacebuilding and security. This course explores the intersection of gender and security by analyzing global policies such as the United Nations Security Council Resolution 1325 on Women, Peace, and Security. It examines gender-based violence in conflicts, the role of women in peace negotiations, and the importance of inclusive security strategies. Through case studies, policy analysis, and theoretical frameworks, students will gain a critical understanding of how gender perspectives contribute to conflict resolution, peacebuilding, and sustainable development.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Concept of Gender in Peace and Security Studies** – Define key gender theories and their relevance in conflict and security studies.
- Analyze the Impact of Conflict on Different Genders** – Examine how wars and political instability disproportionately affect women, men, and gender minorities.
- Explore International Frameworks for Gender and Security** – Study key policies such as UNSCR 1325 and global efforts to integrate gender perspectives in security.
- Examine the Role of Women in Peacebuilding and Conflict Resolution** – Investigate case studies where women have contributed to peace negotiations and post-conflict reconstruction.
- Assess Gender-Based Violence in Conflict Zones** – Understand the causes and consequences of sexual violence, human trafficking, and exploitation in war-torn societies.
- Critically Evaluate Traditional and Non-Traditional Security Approaches** – Compare state-centered security models with human security perspectives that incorporate gender concerns.
- Explore the Relationship Between Gender Equality and Sustainable Peace** – Analyze how gender-inclusive policies contribute to long-term peace and stability.
- Investigate the Role of International and Regional Organizations** – Assess how the United Nations, NGOs, and governments implement gender-sensitive security initiatives.
- Develop Gender-Sensitive Policy Recommendations** – Learn how to formulate policies that address gender disparities in peace and security.
- Enhance Research and Advocacy Skills for Gender Justice** – Gain the ability to conduct gender-focused research and advocate for gender-inclusive peace processes.

This course prepares students for careers in international relations, human rights, security

studies, gender advocacy, policymaking, and peacebuilding, equipping them with the knowledge and skills to promote gender equality in security and conflict resolution efforts.		
<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Introduction to Gender, Peace, and Security	
	Feminist Theories in Conflict and Peace Studies	
<b>Week 2</b>	Women, Peace, and Security (WPS) Agenda	
	UNSCR 1325: Origins, Implementation, and Challenges	
<b>Week 3</b>	Gendered Dimensions of War and Conflict	
	Masculinities and Militarization	
<b>Week 4</b>	Gender-Based Violence in Armed Conflicts	
	Women's Role in Armed Groups and Resistance Movements	
<b>Week 5</b>	Women as Combatants and Peacekeepers	
	The Role of Women in Peace Negotiations	
<b>Week 6</b>	Gender and Post-Conflict Reconstruction	
	Intersectionality: Race, Class, and Gender in Conflict	
<b>Week 7</b>	Gender Mainstreaming in Security Policies	
	Transitional Justice and Gender	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Human Rights and Gender Justice	
	The Role of Civil Society in Gender-Inclusive Peacebuilding	
<b>Week 10</b>	Gender and Refugee Crises	
	Gender-Sensitive Peacekeeping Operations	
<b>Week 11</b>	Women's Experiences in Displacement and Migration	
	The Impact of War on Women's Health and Well-being	
<b>Week 12</b>	Media Representation of Gender and Conflict	
	Economic Empowerment and Gender Equality in Post-Conflict Societies	
<b>Week 13</b>	The Role of International Organizations in Promoting Gender Security	
	Peace Education and Gender Awareness	
<b>Week 14</b>	Cybersecurity, Gender, and Digital Peacebuilding	

	Environmental Security and Gender Perspectives	
Week 15	Future Directions in Gender, Peace, and Security Studies	
	Evaluating the Effectiveness of Gender Policies in Security Frameworks	
Week 16	Final Term	

### Textbooks and Reading Material

- 1.1. Textbooks Suggested Book: Paul F. Diehl, *The Politics of Global Governance*
- 1.2. Journal Articles/ Reports

#### Note:

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### Assignments: Types and Number with Calendar

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2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-603</b>	<b>Credit Hours</b>	<b>3</b>
	<b>South Asian Conflicts and Resolutions</b>				

**Course Introduction**

South Asia is a region marked by a complex history of political tensions, territorial disputes, ethnic conflicts, and security challenges. This course provides an in-depth analysis of major conflicts in South Asia, including interstate wars, insurgencies, religious and ethnic violence, and border disputes. It examines the historical roots of these conflicts, their socio-political and economic impacts, and the mechanisms used for conflict resolution and peacebuilding. Students will explore the role of international organizations, regional diplomacy, and grassroots movements in resolving conflicts. By engaging with case studies and policy analysis, this course equips students with the knowledge and analytical skills to understand South Asia's geopolitical landscape and contribute to peace efforts in the region.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Historical and Political Context of South Asian Conflicts** – Analyze the colonial legacies, geopolitical rivalries, and historical events shaping regional conflicts.
- Examine Major Conflicts in South Asia** – Study case studies such as the India-Pakistan conflicts, the Sri Lankan civil war, the Maoist insurgency in Nepal, and the Rohingya crisis.
- Analyze the Role of Ethnic, Religious, and Nationalist Movements** – Understand how identity politics contribute to conflict escalation and resolution.
- Explore the Impact of Regional and Global Powers** – Assess the influence of China, the United States, and other external actors on South Asian security.
- Evaluate Conflict Resolution Mechanisms** – Investigate diplomatic efforts, peace agreements, mediation, and confidence-building measures in the region.
- Assess the Role of International Organizations in Peacebuilding** – Examine the contributions of the United Nations, SAARC, and other regional bodies in conflict resolution.
- Study the Economic and Humanitarian Consequences of Conflicts** – Understand the impact of wars and insurgencies on development, displacement, and human security.
- Examine the Role of Media and Public Opinion in South Asian Conflicts** – Analyze how traditional and digital media shape conflict narratives and peace efforts.
- Explore Grassroots and Civil Society Contributions to Peace** – Study the role of NGOs, activists, and interfaith groups in promoting reconciliation.
- Develop Critical Thinking and Policy Analysis Skills** – Learn to assess conflict scenarios, propose resolutions, and contribute to policy discussions on regional stability.

This course prepares students for careers in international relations, diplomacy, conflict resolution, journalism, and policy research, equipping them with the skills to analyze and address South Asia's complex security challenges.

Course Content		Assignments/Readings
Week 1	Basic understanding	
	Historical Roots of Conflicts in South Asia	
Week 2	Colonial Legacies and Their Impact on Regional Tensions	
	Ethnic and Sectarian Violence in South Asia	
Week 3	India-Pakistan Conflict and the Kashmir Issue	
Week 4	Afghanistan's Protracted Conflict and Peace Efforts	
	Sri Lankan Civil War and Post-War Reconciliation	
Week 5	Bangladesh Liberation War and Its Aftermath	
Week 6		
	Maoist Insurgency in Nepal and Peace Process	
Week 7	Religious Extremism and Radicalization in South Asia	
Week 8	Mid term	
Week 9	Cross-Border Terrorism and Counterterrorism Strategies	
Week 10	Refugees, Migration, and Humanitarian Crises in South Asia	
Week 11	Role of Regional Organizations (SAARC) in Conflict Resolution	
Week 12		
	Women's Role in Peacebuilding in South Asia	
Week 13	Environmental Conflicts and Resource Disputes	
Week 14		
	Media, Propaganda, and Conflict Narratives	
Week 15	Track II Diplomacy and Grassroots Peace Initiatives	

<b>Week 16</b>	Final Term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book:</p> <p>Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal by Paul R. Brass</p>			
<p>1.2. Journal Articles/ Reports</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-604</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Major Elective – IV Role of Civil Society in Peace Processes</b>				

**Course Introduction**

Civil society plays a crucial role in peacebuilding by fostering dialogue, advocating for human rights, and bridging the gap between governments and communities affected by conflict. This course examines the contributions of non-governmental organizations (NGOs), grassroots movements, religious institutions, media, and community groups in peace processes. Students will explore theories of civil society engagement, case studies of successful peace initiatives, and strategies for conflict resolution and post-conflict reconstruction. The course also highlights the challenges civil society faces, such as political resistance, funding constraints, and security risks. By developing a critical understanding of civil society's influence on peace and stability, students will be equipped to contribute effectively to conflict resolution and peacebuilding efforts.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Concept and Role of Civil Society in Peacebuilding** – Define civil society and analyze its functions in conflict prevention and resolution.
- Examine Theoretical Frameworks of Civil Society Engagement** – Explore key peacebuilding theories, including conflict transformation and participatory governance.
- Analyze Case Studies of Civil Society Contributions to Peace** – Study examples from post-conflict societies, such as South Africa, Northern Ireland, and Colombia.
- Assess the Role of NGOs and International Organizations** – Evaluate how global and local organizations contribute to mediation, reconciliation, and peace efforts.
- Understand the Impact of Grassroots Movements on Peace Processes** – Explore how local activism and community-led initiatives influence peace negotiations.
- Examine the Relationship Between Civil Society and Governments** – Investigate the challenges and opportunities in civil society-government cooperation in peacebuilding.
- Explore the Role of Media in Promoting Peace and Reconciliation** – Assess how traditional and digital media contribute to peace narratives and counter hate speech.
- Evaluate the Challenges Facing Civil Society in Conflict Zones** – Understand issues such as political suppression, security threats, and financial constraints.
- Develop Advocacy and Policy Analysis Skills** – Learn how civil society influences policymaking and international peace efforts.
- Propose Strategies for Enhancing Civil Society's Role in Peacebuilding** – Develop recommendations for strengthening civil society engagement in conflict resolution.

This course prepares students for careers in peacebuilding, international development, humanitarian work, diplomacy, and social activism, equipping them with the knowledge and

skills to engage in civil society-led peace initiatives effectively.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	The Role of Civil Society in Conflict Prevention	
<b>Week 2</b>	Grassroots Movements and Peacebuilding	
<b>Week 3</b>	Nonviolent Action and Social Change	
<b>Week 4</b>	Human Rights Advocacy in Peace Processes	
<b>Week 5</b>	Civil Society's Role in Post-Conflict Reconstruction	
<b>Week 6</b>	Women, Peace, and Civil Society Engagement	
<b>Week 7</b>	The Influence of Religious Organizations in Peacebuilding	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Youth Movements and Peace Activism	
<b>Week 10</b>	Media and Civil Society in Conflict Resolution	
<b>Week 11</b>	Transitional Justice and Civil Society Contributions	
<b>Week 12</b>	International NGOs and Local Peace Initiatives	
<b>Week 13</b>	Peace Education and Public Awareness Campaigns	
<b>Week 14</b>	Diplomatic Engagement and Civil Society Networks	
<b>Week 15</b>	Challenges and Future Directions for Civil Society	

	in Peace Processes	
<b>Week 16</b>	Final Term	

### Textbooks and Reading Material

1.1. Barnes, Catherine. Agents for Change: Civil Society Roles in Preventing Wars & Building Peace. The Hague: Global Partnership for the Prevention of Armed Conflict, 2006. Della-Giacoma, Jim. "Preventive Diplomacy in Southeast Asia: Redefining the ASEAN Way" in Preventive Diplomacy: Regions in Focus, edited by Francesco Mancini. New York: International Peace Institute, 2011 Journal Articles/ Reports

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### Assignments: Types and Number with Calendar

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2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
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3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-605</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Minor Elective-IV Public Policy and Governance</b>				

### **Course Introduction**

Public policy and governance are essential components of a well-functioning society, shaping how governments address social, economic, and political challenges. This course provides an in-depth understanding of the processes involved in policymaking, implementation, and evaluation within different governance systems. It explores key concepts such as democracy, public administration, institutional frameworks, and policy analysis. Students will examine the role of governments, civil society, and international organizations in governance and policymaking. By analyzing case studies from various countries, the course equips students with the skills to assess policy effectiveness, develop solutions for governance challenges, and contribute to public sector reforms.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand the Fundamentals of Public Policy and Governance** – Define key concepts, theories, and models of policymaking and governance.
- Analyze the Policy-Making Process** – Examine how policies are formulated, implemented, and evaluated in different governance systems.
- Explore the Role of Government Institutions and Bureaucracy** – Assess how public administration and institutions shape policy outcomes.
- Examine Public Policy Theories and Frameworks** – Study different approaches to policymaking, including rational choice, incrementalism, and participatory governance.
- Evaluate the Role of Civil Society and Interest Groups** – Understand how non-governmental actors influence policy decisions.
- Assess Public Sector Reforms and Governance Challenges** – Analyze issues such as corruption, inefficiency, and accountability in governance.
- Understand the Impact of Globalization on Public Policy** – Explore how international organizations and transnational issues affect national policymaking.
- Examine Case Studies of Policy Successes and Failures** – Learn from real-world examples of policies in areas such as healthcare, education, and economic development.
- Develop Critical Thinking and Policy Analysis Skills** – Gain the ability to assess policy effectiveness and propose recommendations for improvement.
- Propose Solutions for Governance and Policy Challenges** – Develop informed policy suggestions that promote good governance and sustainable development.

This course prepares students for careers in public administration, policymaking, governance, international development, and advocacy, equipping them with the knowledge and skills to contribute to effective public policy and good governance.

Course Content		Assignments/Readings
Week 1	<b>Introduction to Public Policy –</b> Understanding policy-making and its significance.	
Week 2	<b>The Policymaking Process –</b> Steps from agenda-setting to implementation and evaluation.	
Week 3	<b>Governance and Political Institutions</b>	
	Role of government branches in policy formation	
Week 4	<b>Policy Analysis Frameworks</b>	
	Tools for evaluating public policies.	
Week 5	<b>Economic and Budgetary Policy</b>	
	Taxation, public spending, and fiscal management.	
Week 6	<b>Regulatory Policy</b>	
	Government regulations on industries and markets.	
Week 7	<b>Health Policy</b>	
	Healthcare systems, reform, and public health issues.	
Week 8	Mid Term	
Week 9	<b>Education Policy</b>	
	School funding, curriculum standards, and education reform.	
Week 10	<b>Environmental and Energy Policy</b>	
	Climate change, sustainability, and renewable energy	
Week 11	<b>Social Welfare and Poverty Policy</b>	
	Addressing inequality and social assistance programs	
Week 12	<b>Criminal Justice and Law Enforcement Policy</b>	
	Policing, sentencing laws, and corrections	
Week 13	<b>Foreign and Defense Policy</b>	
	National security, international relations, and defense spending.	
Week 14	<b>Interest Groups and Public Opinion</b>	

	Influence of advocacy groups and media	
<b>Week 15</b>	<b>Policy Implementation and Evaluation</b>	
	Measuring effectiveness and policy success	
<b>Week 16</b>	Final term	

### Textbooks and Reading Material

#### 1.1. Textbooks Suggested Book:

*Public Policy: Politics, Analysis, and Alternatives* by Michael E. Kraft & Scott R. Furlong

#### 1.2. Journal Articles/ Reports

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### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
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3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-701</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Research Method in Peace and Conflict Studies</b>				

**Course Introduction**

Research plays a vital role in understanding the complexities of peace and conflict, providing evidence-based insights to inform policy, advocacy, and peacebuilding initiatives. This course introduces students to qualitative and quantitative research methodologies specific to the field of Peace and Conflict Studies. It covers key research techniques such as data collection, case study analysis, fieldwork, surveys, and discourse analysis. The course also explores ethical considerations, critical thinking, and the role of research in conflict resolution and peace processes. By developing practical research skills, students will be equipped to analyze conflicts, assess peace initiatives, and contribute to scholarly and policy-oriented research in the field.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand the Fundamentals of Research in Peace and Conflict Studies** – Define key research concepts, methodologies, and their relevance to conflict analysis and peacebuilding.
- Differentiate Between Qualitative and Quantitative Research Methods** – Explore various research approaches, including interviews, surveys, ethnography, and statistical analysis.
- Develop Research Questions and Hypotheses** – Learn how to formulate clear, relevant, and researchable questions in the field of Peace and Conflict Studies.
- Examine Data Collection Techniques** – Understand how to gather primary and secondary data through interviews, case studies, surveys, and document analysis.
- Analyze and Interpret Research Findings** – Learn to use data analysis techniques to draw meaningful conclusions about conflicts and peace initiatives.
- Explore the Ethical Considerations in Conflict Research** – Assess the challenges of conducting research in sensitive and conflict-prone environments.
- Examine the Role of Fieldwork in Conflict Studies** – Understand how direct engagement with affected communities enhances research quality and relevance.
- Study the Use of Discourse and Narrative Analysis** – Analyze the impact of media, political speeches, and public discourse on conflict and peace processes.
- Evaluate the Role of Action Research in Peacebuilding** – Explore participatory research methods that engage communities in conflict resolution efforts.
- Develop a Research Proposal in Peace and Conflict Studies** – Apply research methodologies to design a structured, ethical, and feasible research project.

This course prepares students for careers in academic research, policymaking, peacebuilding, and international development, equipping them with the necessary skills to conduct rigorous and impactful research in the field of Peace and Conflict Studies.

Course Content		Assignments/Readings
<b>Week 1</b>	Introduction to Research in Peace and Conflict Studies	
<b>Week 2</b>	Qualitative vs. Quantitative Research Methods	
<b>Week 3</b>	Ethical Considerations in Conflict Research	
<b>Week 4</b>	Fieldwork in Conflict Zones	
<b>Week 5</b>	Participatory and Action Research	
<b>Week 6</b>	Case Study Methodology	
<b>Week 7</b>	Survey and Interview Techniques	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Narrative and Discourse Analysis	
<b>Week 10</b>	Historical Methods in Conflict Research	
	Transitional Justice and Legal Research	
<b>Week 11</b>	Peace Indicators and Conflict Early Warning Systems	
<b>Week 12</b>	Media and Conflict Research	
<b>Week 13</b>	Gender Perspectives in Conflict Research	
<b>Week 14</b>	Post-Conflict Reconstruction Research	
<b>Week 15</b>	International Organizations and Policy Research	

	Data Analysis and Interpretation in Conflict Studies	
Week 16	Final Term	

### Textbooks and Reading Material

1.1. For each lecture there will be a series of readings of articles and book excerpts assigned by the Professors. The readings are assigned to prepare the students for the discussions in class the following session, and to enable them to actively participate in these discussions:

1.2. Journal Articles/ Reports

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### Assignments: Types and Number with Calendar

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4. And group discussions

### Assessment

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**Department of Political Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-702</b>	<b>Credit Hours</b>	<b>3</b>					
	<b>Humanitarian Intervention and International Law</b>									
<b>Course Introduction</b>										
<p>Humanitarian intervention is a critical and controversial aspect of international relations, involving the use of force or other measures by states and international organizations to prevent or respond to human rights violations. This course examines the legal, ethical, and political dimensions of humanitarian intervention within the framework of international law. It explores key concepts such as sovereignty, the Responsibility to Protect (R2P), the role of international organizations, and case studies of past interventions. Students will analyze the effectiveness and consequences of humanitarian actions in conflict zones, considering legal justifications, geopolitical interests, and moral dilemmas. By studying real-world cases and legal frameworks, this course equips students with the knowledge to assess international responses to crises and the evolving nature of global governance.</p>										
<b>Learning Outcomes</b>										
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li><b>Understand the Concept and History of Humanitarian Intervention</b> – Explore the evolution of intervention in international relations and its impact on global security.</li> <li><b>Examine the Legal Frameworks Governing Humanitarian Intervention</b> – Analyze key international laws, treaties, and conventions, including the UN Charter and Geneva Conventions.</li> <li><b>Understand the Principle of Sovereignty vs. International Responsibility</b> – Assess the tension between state sovereignty and the responsibility to protect civilians.</li> <li><b>Analyze the Role of International Organizations</b> – Examine how the United Nations, NATO, and regional organizations engage in humanitarian interventions.</li> <li><b>Evaluate Case Studies of Humanitarian Interventions</b> – Study past interventions, such as those in Kosovo, Rwanda, Libya, and Syria, to assess their successes and failures.</li> <li><b>Assess the Ethical and Political Dilemmas of Intervention</b> – Explore the challenges of selective intervention, political motivations, and unintended consequences.</li> <li><b>Examine Non-Military Humanitarian Responses</b> – Investigate the role of diplomacy, sanctions, and humanitarian aid in conflict resolution.</li> <li><b>Explore the Role of International Courts and Tribunals</b> – Understand how institutions like the International Criminal Court (ICC) prosecute crimes against humanity.</li> <li><b>Analyze the Impact of Humanitarian Interventions on Global Governance</b> – Assess how interventions shape international norms and policies.</li> <li><b>Develop Policy Recommendations for Future Interventions</b> – Propose frameworks</li> </ol>										

for ethical and effective humanitarian action in response to global crises.

This course prepares students for careers in international law, diplomacy, human rights advocacy, conflict resolution, and global governance, providing them with the analytical skills to navigate the complexities of humanitarian intervention in the modern world.

Course Content		Assignments/Readings
Week 1	Introduction to Humanitarian Intervention	
	Definition, scope, and evolution of humanitarian intervention	
	Relationship between sovereignty and intervention	
Week 2	The Legal Framework of Humanitarian Intervention	
	International laws governing intervention (UN Charter, Geneva Conventions)	
Week 3	Role of the International Criminal Court (ICC) and International Court of Justice (ICJ)	
	The Responsibility to Protect (R2P)	
	Origins and principles of R2P	
Week 4	Case studies: Libya, Rwanda, Kosovo	
	Role of International Organizations	
	United Nations (UN) peacekeeping missions	
Week 5	NATO and regional organizations in humanitarian crises	
	Non-State Actors and NGOs in Humanitarian Crises	
	Role of NGOs (e.g., Red Cross, Amnesty International)	
Week 6	Challenges in humanitarian assistance	
	Understanding Terrorism and Counterterrorism Strategies	
	Definition and types of terrorism	
Week 7	International counterterrorism laws and conventions	
	Pakistan's Counterterrorism Framework	
	National policies and legal measures	

	Case studies of counterterrorism efforts	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Case Studies of Humanitarian Interventions	
	Successes and failures of past interventions	
	Lessons learned and policy implications	
<b>Week 10</b>	Ethical and Political Dilemmas in Humanitarian Intervention	
	The debate over intervention vs. non-intervention	
	Political motivations behind interventions	
<b>Week 11</b>	Human Rights and Humanitarian Law	
	Intersection of human rights and international humanitarian law	
	Legal protection for refugees and displaced populations	
<b>Week 12</b>	Post-Intervention Peacebuilding and Reconstruction	
	Challenges in post-conflict states	
	Role of international aid and development programs	
<b>Week 13</b>	Cybersecurity and Hybrid Warfare in Modern Conflicts	
	The role of cyber threats in humanitarian crises	
	The impact of hybrid warfare on international law	
<b>Week 14</b>	Critical analysis of intervention case studies	
	Debate on the effectiveness of international responses	
<b>Week 15</b>	The Future of Humanitarian Intervention	
	Emerging trends and challenges	

	Future reforms in international humanitarian law	
Week 16	Final Term	

### Textbooks and Reading Material

1.4. For each lecture there will be a series of readings of articles and book excerpts assigned by the Professors. The readings are assigned to prepare the students for the discussions in class the following session, and to enable them to actively participate in these discussions

1.5. Journal Articles/ Reports

**Note:**

3. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
4. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
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**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-703</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Major Elective-V Security Studies and Strategic Policy</b>				

### **Course Introduction**

Security Studies and Strategic Policy is a critical field within international relations that examines national and global security concerns, military strategies, and the role of state and non-state actors in maintaining stability. This course explores traditional and non-traditional security threats, including military conflicts, terrorism, cyber threats, economic security, and environmental challenges. Students will analyze strategic policymaking, defense planning, and crisis management, with a focus on how states and international organizations respond to security threats. Through theoretical frameworks, case studies, and policy analysis, this course equips students with a comprehensive understanding of security dynamics and strategic decision-making in the modern world.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand Key Concepts in Security Studies** – Define and analyze traditional and non-traditional security threats, including military, economic, and environmental concerns.
- Examine Theories of Security and Strategic Policy** – Explore key theoretical frameworks such as realism, liberalism, and constructivism in the context of security.
- Analyze National and International Security Policies** – Assess the defense policies and security strategies of major global and regional powers.
- Explore the Role of Military and Defense Strategies** – Study military doctrines, nuclear deterrence, intelligence operations, and counterinsurgency tactics.
- Understand Non-Traditional Security Threats** – Examine cyber threats, transnational crime, terrorism, pandemics, and climate change as security challenges.
- Assess the Role of International Organizations in Global Security** – Evaluate the contributions of the United Nations, NATO, and regional alliances in conflict resolution and peacekeeping.
- Study Crisis Management and Conflict Resolution Strategies** – Analyze case studies of crisis response, diplomatic negotiations, and military interventions.
- Investigate the Impact of Emerging Technologies on Security** – Explore how artificial intelligence, cybersecurity, and surveillance impact national and global security.
- Develop Strategic Thinking and Policy Analysis Skills** – Learn to assess security challenges, propose solutions, and contribute to policy recommendations.
- Apply Security Concepts to Real-World Scenarios** – Engage in simulations, policy debates, and case studies to develop a practical understanding of strategic decision-making.

This course prepares students for careers in international security, defense policy, intelligence analysis, diplomacy, and strategic consulting, equipping them with the knowledge and skills necessary to navigate contemporary security challenges and contribute to effective policy solutions.

Course Content		Assignments/Readings
Week 1	<b>Traditional vs. Non-Traditional Security</b>	
Week 2	<b>Realism and Security</b>	
Week 3	<b>Liberalism and Security Cooperation</b>	
Week 4	<b>Critical Security Studies</b>	
Week 5	<b>Terrorism and Asymmetric Warfare</b>	
Week 6	<b>Cybersecurity and Information Warfare</b>	
Week 7	<b>Nuclear Proliferation and Arms Control</b>	
Week 8	Mid term	
Week 9	<b>Human Security</b>	
Week 10	<b>Environmental Security</b>	
Week 11	<b>Regional Security Complexes</b>	
Week 12	<b>The Role of Intelligence in Security</b>	
Week 13	<b>Peacekeeping and Conflict Resolution</b>	
Week 14	<b>Ethnic Conflicts and Identity-Based Violence</b>	
Week 15	<b>Private Military Contractors and Security Privatization</b>	

<b>Week 16</b>	Final Term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book:  <i>Contemporary Security Studies</i> by Alan Collins</p> <p>1.2. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <p>5. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</p> <p>6. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</p>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-704</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Minor Elective – V Comparative Politics</b>				

**Course Introduction**

Comparative Politics is a subfield of political science that examines political systems, institutions, and governance across different countries. This course explores how various political structures function, comparing democracies, autocracies, and hybrid regimes. It analyzes political ideologies, electoral systems, public policies, and the role of political actors such as governments, parties, and civil society. Students will learn to apply comparative methods to understand political stability, economic development, human rights, and governance challenges worldwide. Through case studies and theoretical frameworks, this course provides a deep understanding of global political dynamics and prepares students for careers in political analysis, diplomacy, and public administration.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand Key Concepts and Theories in Comparative Politics** – Define and analyze core ideas such as democracy, authoritarianism, political culture, and state-building.
- Examine Different Political Systems and Regimes** – Compare presidential, parliamentary, and hybrid systems, as well as democratic and non-democratic governance models.
- Analyze Electoral Systems and Political Participation** – Study voting behavior, party systems, and the role of civil society in different political environments.
- Explore the Relationship Between State and Society** – Assess how political institutions interact with social movements, interest groups, and the public.
- Evaluate Public Policies Across Countries** – Compare policies on healthcare, education, economic development, and human rights to understand their impact.
- Study Political Development and Democratization** – Analyze factors influencing democratic transitions, political stability, and authoritarian persistence.
- Assess the Role of Political Economy in Governance** – Understand how economic policies and development strategies shape political decision-making.
- Investigate the Impact of Globalization on Political Systems** – Examine how international organizations, trade, and transnational issues influence domestic politics.
- Apply Comparative Methods in Political Analysis** – Use case studies and data-driven approaches to compare political institutions and governance outcomes.
- Develop Critical Thinking and Policy Evaluation Skills** – Learn to assess political challenges and propose governance reforms based on comparative insights.

This course equips students with analytical tools to understand global political structures and prepares them for careers in government, international organizations, research, journalism, and policymaking.

<b>Course Content</b>	<b>Assignments/Readings</b>
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<b>Week 1</b>	The State and Political Institutions	
<b>Week 2</b>	Nations and Society	
<b>Week 3</b>	Political Economy	
<b>Week 4</b>	Democracy and Democratization	
<b>Week 5</b>	Authoritarianism and Non-Democratic Regimes	
<b>Week 6</b>	Political Culture and Ideology	
<b>Week 7</b>	Comparative Political Institutions	
<b>Week 8</b>	Mid term	
<b>Week 9</b>	Political Participation and Representation	
<b>Week 10</b>	Government Structures: Presidential vs. Parliamentary Systems	
<b>Week 11</b>	Constitutions and the Rule of Law	
<b>Week 12</b>	Political Violence and Revolutions	
<b>Week 13</b>	Globalization and Comparative Politics	
<b>Week 14</b>	Economic Development and Political Change	
<b>Week 15</b>	Comparative Methodology in Political Science	
<b>Week 16</b>	Final Term	

### Textbooks and Reading Material

#### 1.1. Textbooks Suggested Book:

“Essentials of Comparative Politics” by Patrick H. O’Neil

#### 1.2. Journal Articles/ Reports

#### Note:

7. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
8. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-705</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Internship/Fieldwork</b>				

**Course Introduction**

Comparative Politics is a subfield of political science that examines political systems, institutions, and governance across different countries. This course explores how various political structures function, comparing democracies, autocracies, and hybrid regimes. It analyzes political ideologies, electoral systems, public policies, and the role of political actors such as governments, parties, and civil society. Students will learn to apply comparative methods to understand political stability, economic development, human rights, and governance challenges worldwide. Through case studies and theoretical frameworks, this course provides a deep understanding of global political dynamics and prepares students for careers in political analysis, diplomacy, and public administration.

**Learning Outcomes**

On the completion of the course, the students will:

- Understand Key Concepts and Theories in Comparative Politics** – Define and analyze core ideas such as democracy, authoritarianism, political culture, and state-building.
- Examine Different Political Systems and Regimes** – Compare presidential, parliamentary, and hybrid systems, as well as democratic and non-democratic governance models.
- Analyze Electoral Systems and Political Participation** – Study voting behavior, party systems, and the role of civil society in different political environments.
- Explore the Relationship Between State and Society** – Assess how political institutions interact with social movements, interest groups, and the public.
- Evaluate Public Policies Across Countries** – Compare policies on healthcare, education, economic development, and human rights to understand their impact.
- Study Political Development and Democratization** – Analyze factors influencing democratic transitions, political stability, and authoritarian persistence.
- Assess the Role of Political Economy in Governance** – Understand how economic policies and development strategies shape political decision-making.
- Investigate the Impact of Globalization on Political Systems** – Examine how international organizations, trade, and transnational issues influence domestic politics.
- Apply Comparative Methods in Political Analysis** – Use case studies and data-driven approaches to compare political institutions and governance outcomes.
- Develop Critical Thinking and Policy Evaluation Skills** – Learn to assess political challenges and propose governance reforms based on comparative insights.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Learn key concepts, formats, and the importance of structured proposals in various sectors	

<b>Week 2</b>	Formats, and the importance of structured proposals in various sectors	
<b>Week 3</b>	Identify critical issues and justify the need for a proposed project or program	
<b>Week 4</b>	Create step-by-step action plans	
<b>Week 5</b>	Learn how to develop realistic financial plans	
<b>Week 6</b>	Utilize qualitative and quantitative methods	
<b>Week 7</b>	Develop indicators and assessment	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Craft compelling proposals	
<b>Week 10</b>	Draft a complete proposal and strategic plan	
<b>Week 11</b>	Identify critical issues and justify the need for a proposed project or program	
<b>Week 12</b>	Create step-by-step action plans	
<b>Week 13</b>	Learn how to develop realistic financial plans	
<b>Week 14</b>	Utilize qualitative and quantitative methods	
<b>Week 15</b>	Develop indicators and assessment	
<b>Week 16</b>	Final Term	
<b>Textbooks and Reading Material</b>		
1.1. Textbooks Suggested Book:		

## 1.2. Journal Articles/ Reports

### Note:

9. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
10. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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**Course Outline**



Programme	BS Peace and Conflict Studies	Course Code	PCS-801	Credit Hours	4
	<b>Peace Education and Advocacy</b>				
<b>Course Introduction</b>					
<p>Peace Education and Advocacy is a crucial field that promotes conflict resolution, nonviolence, and social justice through education and activism. This course explores the role of education in fostering peace, tolerance, and global citizenship, as well as the strategies used by individuals and organizations to advocate for human rights and conflict prevention. Students will examine theoretical foundations of peace education, case studies of successful advocacy campaigns, and the impact of media and policy on peace initiatives. By integrating research, critical thinking, and practical skills, this course prepares students to contribute to peacebuilding efforts at local, national, and international levels.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li><b>Understand the Core Concepts of Peace Education</b> – Define and analyze peace education, conflict resolution, and nonviolence theories.</li> <li><b>Examine the Role of Education in Conflict Prevention</b> – Assess how formal and informal education systems contribute to peacebuilding and social cohesion.</li> <li><b>Analyze Global and Local Peace Advocacy Efforts</b> – Study successful advocacy movements and campaigns promoting peace, human rights, and justice.</li> <li><b>Develop Skills in Conflict Resolution and Mediation</b> – Learn practical techniques for managing conflicts in educational, social, and political settings.</li> <li><b>Explore the Role of International Organizations in Peace Advocacy</b> – Understand the contributions of the UN, NGOs, and grassroots movements in peace education.</li> <li><b>Assess the Impact of Media and Communication on Peace Advocacy</b> – Analyze how social media, journalism, and digital platforms influence peace narratives.</li> <li><b>Examine Human Rights and Social Justice in Peacebuilding</b> – Explore the connections between human rights education and sustainable peace.</li> <li><b>Develop Advocacy and Campaign Strategies</b> – Learn how to design and implement effective advocacy initiatives for promoting peace and nonviolence.</li> <li><b>Evaluate Challenges in Peace Education and Advocacy</b> – Understand the barriers to peace initiatives, such as political resistance, cultural differences, and security concerns.</li> <li><b>Apply Peace Education Principles in Real-World Contexts</b> – Design peace education programs and advocacy projects for schools, communities, and organizations.</li> </ol>					
<p>This course prepares students for careers in education, human rights advocacy, conflict resolution, international development, and policymaking, equipping them with the skills to promote peace and justice in diverse settings.</p>					

Course Content		Assignments/Readings
Week 1	Foundations of Peace Education	
Week 2	Human Rights and Social Justice in Education	
Week 3	Conflict Resolution in institutions	
Week 4	Global Citizenship and Intercultural Understanding	
Week 5	The Role of impact creators in Peace Education	
Week 6	Gender, Equity, and Peace	
Week 7	Environmental Sustainability and Peace	
Week 8	Mid-Term	
Week 9	The Impact of War and Violence on Education	
Week 10	Media Literacy for Peace Advocacy	
Week 11	Nonviolent Movements and Historical Lessons	
Week 12	Restorative Justice in Schools	
Week 13	Education as a Tool for Post-Conflict Reconstruction	
Week 14	The Psychology of Peace and Empathy Development	
Week 15	Policy and Institutional Support for Peace Education	

<b>Week 16</b>			
	Final Term		
<b>Textbooks and Reading Material</b>			
<p>1.1. Textbooks Suggested Book:</p> <p>1.2. "Educating for Peace and Human Rights: An Introduction"</p> <p style="text-align: center;">Author: Maria Hantzopoulos &amp; Monisha Bajaj</p> <p>1.3. Journal Articles/ Reports</p>			
<p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>			
<b>Teaching Learning Strategies</b>			
<p>Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.</p>			
<b>Assignments: Types and Number with Calendar</b>			
<ol style="list-style-type: none"> <li>1. Assignment types,</li> <li>2. Quiz competition among students.</li> <li>3. Presentations with question answers session</li> <li>4. And group discussions</li> </ol>			
<b>Assessment</b>			
<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-802</b>	<b>Credit Hours</b>	<b>3</b>
	<b>Major Elective – VI (Media and Conflict Journalism)</b>				

### **Course Introduction**

Media plays a critical role in shaping public perceptions of conflict, influencing policy decisions, and documenting human rights violations. This course explores the relationship between media and conflict, analyzing how journalism can both escalate and mitigate tensions. Students will examine ethical challenges in reporting, the role of propaganda, the impact of war correspondents, and the use of digital media in modern conflicts. Through case studies and practical exercises, the course equips students with the skills needed for responsible and balanced conflict reporting. It also emphasizes the importance of fact-checking, media literacy, and the role of journalism in promoting peace and accountability.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand the Role of Media in Conflict** – Analyze how journalism influences public opinion, policymaking, and conflict dynamics.
- Examine Theories of Media and War** – Explore concepts such as media framing, propaganda, and the information warfare paradigm.
- Evaluate Ethical Challenges in Conflict Journalism** – Assess dilemmas such as bias, censorship, journalist safety, and responsible reporting.
- Analyze Case Studies of Conflict Reporting** – Study historical and contemporary examples of media coverage in wars, insurgencies, and crises.
- Understand the Role of Social Media in Modern Conflicts** – Investigate the impact of digital platforms on misinformation, activism, and real-time reporting.
- Develop Skills in Investigative Journalism for Conflict Reporting** – Learn techniques for fact-checking, source verification, and on-ground reporting.
- Assess the Use of Propaganda in War and Political Conflicts** – Examine state-controlled media, psychological operations, and media manipulation.
- Explore the Influence of International News Organizations** – Analyze the role of major global media outlets in shaping narratives around conflicts.
- Learn Crisis Communication Strategies** – Understand how journalists, governments, and NGOs communicate during armed conflicts and humanitarian crises.
- Develop Practical Conflict Reporting Skills** – Practice writing conflict stories, conducting interviews, and using multimedia storytelling techniques.

This course prepares students for careers in journalism, media analysis, international relations, and conflict resolution, equipping them with the knowledge and skills to navigate the complex intersection.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	<b>The Power of Media in Shaping War Narratives</b>	

Week 2	<b>War Journalism: Objectivity vs. Advocacy</b>	
Week 3	<b>Propaganda and Psychological Warfare</b>	
Week 4	<b>Censorship and Information Control</b>	
Week 5	<b>Fake News, Disinformation, and War</b>	
Week 6	<b>Embedded Journalism and Military Influence</b>	
Week 7	<b>The Rise of Digital Media and Citizen Journalism</b>	
Week 8	Mid-term	
Week 9	<b>Ethical Dilemmas in War Reporting</b>	
Week 10	<b>Media's Role in Peace and Conflict Resolution</b>	
Week 11	<b>Visualizing War: The Impact of War Photography and Video</b>	
Week 12	<b>The Psychology of War Reporting</b>	
Week 13	<b>The Role of Media in Humanitarian Crises</b>	
Week 14	<b>Corporate Media and War: Commercial Interests in Conflict Reporting</b>	
Week 15	<b>Media Coverage of Terrorism and Insurgency</b>	

<b>Week 16</b>	Final Term	

### **Textbooks and Reading Material**

- 1.4. Textbooks Suggested Book:
- 1.5. *Media, War, and Conflict* by Barbie Zelizer & Stuart Allan
- 1.6. Journal Articles/ Reports

**Note:**

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.

### **Teaching Learning Strategies**

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### **Assignments: Types and Number with Calendar**

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
<b>1.</b>	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
<b>2.</b>	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	<b>BS Peace and Conflict Studies</b>	<b>Course Code</b>	<b>PCS-803</b>	<b>Credit Hours</b>	<b>4</b>
	<b>Minor Elective-VI (Sociology of Violence)</b>				

### **Course Introduction**

Violence is a complex social phenomenon that affects individuals, communities, and nations. This course explores the sociological dimensions of violence, examining its causes, patterns, and consequences. Students will study various forms of violence, including structural, political, domestic, and cultural violence, while analyzing how social institutions, media, and historical contexts shape violent behaviors. The course will also cover theories of violence, mechanisms of social control, and strategies for conflict resolution and peacebuilding. Through case studies and critical discussions, students will gain insights into how violence can be prevented and how societies can work toward justice and reconciliation.

### **Learning Outcomes**

On the completion of the course, the students will:

- Understand Key Sociological Theories of Violence** – Explore perspectives such as structural violence, conflict theory, and symbolic interactionism.
- Examine the Social and Cultural Roots of Violence** – Analyze how factors like poverty, inequality, and discrimination contribute to violence.
- Differentiate Between Various Forms of Violence** – Study domestic violence, state violence, war, terrorism, and hate crimes.
- Analyze the Role of Institutions in Perpetuating or Preventing Violence** – Investigate how governments, media, and legal systems influence violent behaviors.
- Explore the Impact of Violence on Individuals and Communities** – Assess psychological, social, and economic consequences of violent conflicts.
- Evaluate Media Representations of Violence** – Understand how violence is portrayed in news, entertainment, and social media.
- Examine Gender and Violence** – Study the role of gender in violence, including gender-based violence and masculinity in conflict.
- Understand Strategies for Conflict Resolution and Peacebuilding** – Learn about nonviolent resistance, restorative justice, and community-based interventions.
- Assess Global and Local Case Studies of Violence** – Analyze historical and contemporary examples of violence and responses to it.
- Develop Critical Thinking on Violence Prevention** – Propose policies and initiatives to address and reduce violence in societies.

This course prepares students for careers in sociology, criminology, human rights advocacy, social work, and conflict resolution by equipping them with analytical tools to understand and address violence in society.

<b>Course Content</b>		<b>Assignments/Readings</b>
<b>Week 1</b>	Conceptual understanding of the term “Sociology	

	of Violence”	
	Violence: A Micro-sociological Theory	
<b>Week 2</b>	Theoretical foundations of violence	
	Micro-sociological perspective on violent interactions	
<b>Week 3</b>	Barriers to Violence	
	Explore fear, tension and social norms	
<b>Week 4</b>	Pathways to violence	
	Emotional build-up, situational triggers	
<b>Week 5</b>	Pathways	
	Violence and conditions under which it occurs	
<b>Week 6</b>	Types of violence Micro-level	
	Street violence, institutional violence	
<b>Week 7</b>	Types of violence Macro level	
	Terrorism, extremism and trans-national terrorism	
<b>Week 8</b>	Mid Term	
<b>Week 9</b>	Groups and violence tactics	
	Emotions and group Solidarity	
<b>Week 10</b>	Violent extremism and emotional energy	
<b>Week 11</b>	Rituals and violent situations	
	Contextual phases of violence	
<b>Week 12</b>	Role of Social Media	
	Perception and presentations	
<b>Week 13</b>	Public perception of violence	
	Actors and media agencies, violent imagery	
<b>Week 14</b>	Countering violence	
	Reduction strategies of violence	
<b>Week 15</b>	Preventing violence	
	De-escalating violent situations, conflict resolution	

	techniques	
Week 16	Final term	

### Textbooks and Reading Material

- 1.1. Textbooks Suggested Book: Journal Articles/ Reports
- 1.2. Randall Collins' *Violence: A Micro-sociological Theory*

#### Note:

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### Teaching Learning Strategies

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### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
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**Department of Political Science**  
**Faculty of Behavioral & Social Science**  
**University of the Punjab, Lahore**  
**Course Outline**



Programme	BS Peace and Conflict Studies	Course Code	PCS-804	Credit Hours	6
	Research Project / Thesis				
	<b>Course Introduction</b>				
	<p>Fieldwork in Community Development is a practical, experiential learning course designed to provide students with hands-on exposure to real-world community development initiatives. This course bridges theoretical knowledge with practical application, enabling students to engage directly with communities, assess local needs, and contribute to sustainable development projects. Through field visits, participatory research, and collaboration with community organizations, students will gain insights into the challenges and opportunities in community development. The course emphasizes the role of participatory approaches, stakeholder engagement, and ethical considerations in community work.</p>				
	<b>Learning Outcomes</b>				
	<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li><b>Apply Theoretical Knowledge to Practical Settings</b> – Implement concepts from community development studies in real-world contexts.</li> <li><b>Conduct Community Assessments</b> – Identify local needs, resources, and challenges through participatory research methods.</li> <li><b>Engage with Local Communities and Stakeholders</b> – Develop interpersonal and communication skills to work effectively with diverse populations.</li> <li><b>Develop Problem-Solving and Critical Thinking Skills</b> – Analyze community issues and propose evidence-based solutions.</li> <li><b>Learn Ethical and Culturally Sensitive Approaches</b> – Understand the importance of ethical considerations in community engagement.</li> <li><b>Plan and Implement Small-Scale Development Initiatives</b> – Contribute to ongoing community projects or design new interventions.</li> <li><b>Enhance Teamwork and Leadership Abilities</b> – Work collaboratively with peers, community members, and organizations.</li> <li><b>Understand the Role of NGOs, Government, and Local Institutions</b> – Assess how different actors contribute to community development efforts.</li> <li><b>Document and Evaluate Field Experiences</b> – Develop reporting and reflection skills through field journals, case studies, and presentations.</li> <li><b>Gain Professional Experience for Future Careers</b> – Build practical skills relevant to careers in social work, public policy, development studies, and related fields.</li> </ol> <p>This course equips students with essential fieldwork skills, preparing them to become active contributors to sustainable and inclusive community development efforts.</p>				
	<b>Course Content</b>			<b>Assignments/Readings</b>	
<b>Week 1</b>	Learn key concepts, formats, and the importance of				

	structured proposals in various sectors		
<b>Week 2</b>	Formats, and the importance of structured proposals in various sectors		
<b>Week 3</b>	Identify critical issues and justify the need for a proposed project or program		
<b>Week 4</b>	Create step-by-step action plans		
<b>Week 5</b>	Learn how to develop realistic financial plans		
<b>Week 6</b>	Utilize qualitative and quantitative methods		
<b>Week 7</b>	Develop indicators and assessment		
<b>Week 8</b>	Mid Term		
<b>Week 9</b>	Craft compelling proposals		
<b>Week 10</b>	Draft a complete proposal and strategic plan		
<b>Week 11</b>	Identify critical issues and justify the need for a proposed project or program		
<b>Week 12</b>	Create step-by-step action plans		
<b>Week 13</b>	Learn how to develop realistic financial plans		
<b>Week 14</b>	Utilize qualitative and quantitative methods		
<b>Week 15</b>	Develop indicators and assessment		
<b>Week 16</b>	Final Term		

<b>Textbooks and Reading Material</b>			
1.1.	<p>1.2. Textbooks Suggested Book: Journal Articles/ Reports</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. It is preferable to use latest available editions of books. Mention the publisher &amp; year of publication.</li> <li>2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject. Preferably follow APA 7<sup>th</sup> Edition publication manual.</li> </ol>		
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## Checklist for a New Academic Program

<b>Parameters</b>	<b>YES/NO</b>	
1. Department Mission and Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Program Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Program Alignment with University Mission	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Program Objectives	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Market Need/ Rationale	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Admission Eligibility Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Duration of the Program	YES <input type="checkbox"/>	NO <input type="checkbox"/>
8. Assessment Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	YES <input type="checkbox"/>	NO <input type="checkbox"/>
10. Curriculum Difference	YES <input type="checkbox"/>	NO <input type="checkbox"/>
11. Study Scheme / Semester-wise Workload	YES <input type="checkbox"/>	NO <input type="checkbox"/>
12. Award of Degree	YES <input type="checkbox"/>	NO <input type="checkbox"/>
13. Faculty Strength	YES <input type="checkbox"/>	NO <input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	YES <input type="checkbox"/>	NO <input type="checkbox"/>

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**Program Coordinator**

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**Chairperson**

### **Major Elective Courses (Select 6)**

1. Environmental Conflicts and Climate Security
2. Peacebuilding and Sustainable Development
3. Psychological Aspects of Conflict
4. Role of Civil Society in Peace Processes
5. Security Studies and Strategic Policy
6. Media and Conflict Journalism

### **Minor Elective Courses (Select 6)**

1. Public Policy and Governance
2. Comparative Politics
3. Development Studies
4. Human Rights Law
5. Regional Geopolitics
6. Sociology of Violence