



# Conflict and Development (DVST-812)

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**National University of Sciences & Technology (NUST)**

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**MSDS**

## Course Details

Course Title: Conflict and Development

Course Code: DVST-812

Credit Hours: 3

Program: MS

## Course Faculty

Name:

Office Hours:

Contact No:

Email:

## Course Description

When it comes to working with other people, social groups, or between the states, a degree of conflict is inevitable. This course provides an opportunity to understand taxonomy of conflict, conflict structures, conflict management, and conflict dynamics by providing a detailed overview of the classical and the most recent literature on conflict and development. Students are introduced to state-of-the-art empirical methods used in this field of scientific inquiry. They will critically learn how to reflect on the quality of data and methods. The course is on the causes and consequences of conflict, both from a micro and macro-level perspective.

## Course Objectives

- To help students understand how the social structure of a society is interwoven with social and cultural practices.
- To examine how these practices connect with the triangle of peace, conflict, and development.
- To unpack debates around conflict–development relationships through diverse empirical and theoretical situations.
- To introduce and compare different methods of dealing with conflict and evaluate their outcomes.
- To build a critical understanding of the theoretical notion of conflict within broader development studies discourse.
- To link conflict analysis with policy, peacebuilding, and development frameworks.

## Learning Outcomes

- CLOs Aligned with Bloom’s Taxonomy
- Course: Conflict and Development
- **CLO 1 — Remembering & Understanding**
- Bloom Levels: Remember, Understand

- Define and describe key concepts such as conflict, peace, development, conflict triangle, and conflict structures.
- Explain major theoretical perspectives on conflict from sociological, economic, cultural, and political viewpoints.
- Summarize core models of conflict dynamics, stages, and typologies.
- Action Verbs Used: define, describe, explain, summarize
- **CLO 2 — Understanding & Applying**
- Bloom Levels: Understand, Apply
- Interpret conflict situations using major theoretical frameworks.
- Apply conceptual models (e.g., conflict triangle, stages of conflict, conflict structures) to real-world and case-based scenarios.
- Use interdisciplinary lenses to examine conflict–development linkages.
- Action Verbs Used: interpret, apply, use, illustrate
- **CLO 3 — Applying & Analyzing**
- Bloom Levels: Apply, Analyze
- Analyze causes and consequences of conflict at micro and macro levels.
- Differentiate between pre-conflict, conflict, and post-conflict development conditions.
- Examine relationships between social structure, culture, and conflict outcomes through case studies.
- Action Verbs Used: analyze, differentiate, examine, categorize
- **CLO 4 — Analyzing & Evaluating**
- Bloom Levels: Analyze, Evaluate
- Critically evaluate conflict management and conflict resolution approaches.
- Assess the strengths and weaknesses of policy and institutional responses in conflict and post-conflict contexts.
- Evaluate the quality of empirical data and research methods used in conflict and development studies.
- Action Verbs Used: evaluate, assess, critique, compare

- **CLO 5 — Evaluating & Creating**
- Bloom Levels: Evaluate, Create
- Formulate evidence-based arguments on conflict and development debates.
- Develop analytical case-based or research-based assessments of conflict scenarios.
- Propose context-sensitive strategies for conflict management and post-conflict development.
- Action Verbs Used: formulate, develop, propose, design

## Required Course Material

### Recommended Readings:

1. Ajakaiye, O., and Ali, A.B. (2016). Managing post-conflict recovery in Africa: An overview. *Journal of African Economies*, 18, 3-11.
2. Bailard, C.S. (2015). Ethnic conflict goes mobile: Mobile technology's effect on the opportunities and motivations for violent collective action. *Journal of Peace Research* 52 (3), 323–337.
3. Collier, P., and Anke H. (2004). Greed and grievance in civil war. *Oxford Economic Papers* 56 (4), 563–595.
4. Dennen, J. M. G. V. D. (2005). *Introduction: On Conflict. The Sociobiology of Conflict*. London: Chapman & Hall.
5. Dietrich, N., and Kristine, E. (2020). Known unknowns: Media bias in the reporting of political violence. *International Interactions*, 46 (6), 1043–1060.
6. Enikolopov, R., Alexey, M., & Maria P. (2020). Social media and protest participation: Evidence from Russia. *Econometrica*, 88(4): 1479-1514.
7. Gohdes, A.R. (2020). Repression technology: Internet accessibility and state violence. *American Journal of Political Science*, 64 (3), 488–503.
8. Henslin, J.M. (1997). *Sociology: A down-to-earth approach*. Boston: Allyn and Bacon.
9. Jones, B.T., & Metzger, S.K. (2016). Conflict dynamics. *Global Encyclopedia of Public Administration, Public Policy and Governance*.
10. Kinloch, G.C. (1977). *Sociological theory: Its development and major paradigms*. New York: McGraw-Hill Book Company.
11. Kokab, R.U., & Abid, M. (2013). A factor in East Pakistan's separation: Political parties or leadership. *Pakistan Vision*, 14(1), 1- 24.
12. National Counter Terrorism Authority (NACTA): <https://nacta.gov.pk/>
13. Okechukwu, A. T. (2020). *Stages of conflict*. Nigeria: University of Nigeria Nsukka.
14. Rigual, C. et al. (2022). Gender and the micro-dynamics of violent conflicts. *International Feminist Journal of Politics*, 24(3), 345 – 367.
15. Shetach, A. (2009). The four dimensions model: A tool for effective conflict management. *International Studies of Management & Organization*, 39(3), 82 – 106.
16. Weidmann, N. B. (2016). A closer look at reporting bias in conflict event data. *American Journal of Political Science*, 60 (1), 206–218.

## Articles and Cases:

Key texts, readings and articles are mentioned with each topic in Weekly Course Content.

## Course Evaluation (Grade Breakup)

Follow following criteria for evaluation:

ESE	50%
MSE	25%
Quiz/Class Discussion	10% (5% each quiz <i>Announced</i> )
Semester Assignment	15% (10% written & 5% Presentation)

## Course Content (Weekly)

Week	Lecture Topic	Learning Objectives
1	<p><b>Breaking the Ice</b></p> <p>a) Introduction to the Course</p> <p>b) Conflict, Conflict Triangle, Taxonomy of Conflict</p> <p>Dennen, J. M. G. V. D. (2005). <i>Introduction: On Conflict. The Sociobiology of Conflict</i>. London: Chapman &amp; Hall.</p> <p>Raffel, L. (2008). <i>I Hate Conflict! Seven Steps to Resolving Differences with Anyone in Your Life</i>. McGraw Hill Professional. Chap. Introduction and Chap 1.</p>	<ul style="list-style-type: none"> <li>Understanding conflict under multiple theoretical lens</li> <li>Typology of conflict</li> </ul>
2	<p><b>Conflict Structures</b></p> <p>Dennen, J. M. G. V. D. (2005). <i>Introduction: On Conflict. The Sociobiology of Conflict</i>. London: Chapman &amp; Hall.</p> <p>Jarstad, A., Eklund, N., Johansson, P., Olivius, E., Saati, A., Sahovic, D., ... &amp; Åkebo, M. (2019). Three approaches to peace: A framework for describing and exploring varieties of peace.</p> <p>ABC Conflict Triangle (Attitude, Behavior, Context) by Johan</p>	<ul style="list-style-type: none"> <li>Basic and polar types of conflict structures</li> <li>Overlapping Conflict Structures</li> <li>Define multi-dimensional peace</li> <li>Cross-cutting Conflict Structures</li> </ul>

	Galtung	
3	<p><b>Theoretical Perspectives on Conflict and Development</b></p> <p><b>Ralf Dahrendorf</b></p> <p>Kinloch, G.C. (1977). <i>Sociological theory: Its development and major paradigms</i>. New York: McGraw-Hill Book Company.</p> <p>Ferguson, J. (2006). <i>The anti-politics machine. The anthropology of the state: a reader</i>, 270-286.</p>	<ul style="list-style-type: none"> <li>• Coercion theory of society</li> <li>• Model of societal reality</li> <li>• Quasi-groups</li> <li>• Conditions of organization</li> <li>• Absolute VS relative deprivation</li> </ul>
4	<p><b>Theoretical Perspectives on Conflict and Development</b></p> <p><b>Lewis Coser</b></p> <p>Kinloch, G.C. (1977). <i>Sociological theory: Its development and major paradigms</i>. New York: McGraw-Hill Book Company.</p> <p>Ali, N. (2010). <i>Re-imagining the nature of development: Biodiversity conservation and pastoral visions in the Northern Areas, Pakistan</i>. In P. McMichael (Ed.), <i>Contesting development: Critical struggles for social change</i> (pp. 64–80). New York: Routledge.</p>	<ul style="list-style-type: none"> <li>• Social conflict, adjustment, adaptation</li> <li>• Institutionalization and tolerance of conflict</li> <li>• Patterns of social mobility</li> <li>• Societal legitimacy</li> <li>• The functions of social conflict</li> </ul>
5	<p><b>Dynamics of Conflict</b></p> <p>Jones, B.T., &amp; Metzger, S.K. (2016). <i>Conflict dynamics</i>. <i>Global Encyclopedia of Public Administration, Public Policy and Governance</i>.</p> <p>Okechukwu, A. T. (2020). <i>Stages of conflict</i>. Nigeria: University of Nigeria Nsukka.</p> <p>Mackie, P., Brown, A. M., Mehmood, A., &amp; Ahmed, S. U. D. (2022). <i>Multi-dimensional conflict and the resilient urban</i></p>	<ul style="list-style-type: none"> <li>• Parts of conflict</li> <li>• Stages of conflict</li> </ul>

	informal economy in Karachi, Pakistan. <i>International Development Planning Review</i> , 44(2), 169-189.	
6	<p><b>Conflict Management</b></p> <p>Shetach, A. (2009). The four dimensions model: A tool for effective conflict management. <i>International Studies of Management &amp; Organization</i>, 39(3), 82 – 106.</p>	<ul style="list-style-type: none"> <li>• Early warning signs</li> <li>• Preventive diplomacy</li> <li>• Management Mechanism</li> <li>• The Four-Dimensions Model</li> </ul>
7	<p><b>Conflict Resolution</b></p> <p><b>Glimpse of National and international Case Studies</b></p>	<ul style="list-style-type: none"> <li>• Patterns of conflict resolution</li> </ul>
8	<b>Guest Lecture</b>	
9	<b>Mid Semester Exams</b>	
10	<p><b>War, Costs of War and Dehumanization</b></p> <p>Henslin, J.M. (1997). <i>Sociology: A down-to-earth approach</i>. Boston: Allyn and Bacon.</p>	<ul style="list-style-type: none"> <li>• Is war Universal?</li> <li>• International Case Studies</li> <li>• How Common is War?</li> <li>• Why Nations Go to War?</li> <li>• Costs of War</li> <li>• War and Dehumanization</li> </ul>
11	<p><b>Pre-Conflict Socio- political Scenario</b></p> <p><b>A Case Study of East Pakistan</b></p> <p>Kokab, R.U., &amp; Abid, M. (2013). A factor in East Pakistan's separation: Political parties or leadership. <i>Pakistan Vision</i>, 14(1), 1- 24.</p>	<ul style="list-style-type: none"> <li>• Pre-partition scenario</li> <li>• Social dimensions</li> <li>• Economic dimensions</li> <li>• Political dimensions</li> <li>• International conspiracies</li> </ul>

12	<p><b>Post-conflict Development Scenario</b></p> <p><b>A Case Study of Africa/Pakistan/Swat</b></p> <p>Ajakaiye, O., and Ali, A.B. (2016). Managing post-conflict recovery in Africa: An overview. <i>Journal of African Economies</i>, 18, 3-11.</p> <p>Sanallah (2021) <i>Understanding social disruption in armed conflict: its significance for post-conflict reconstruction in Swat Valley, Pakistan</i>, <i>Conflict, Security &amp; Development</i>, 21:5, 615-639, DOI: 10.1080/14678802.2021.1991156</p>	<ul style="list-style-type: none"> <li>• An Overview of the African region</li> <li>• A Policy Framework</li> <li>• Mechanism for financing post-conflict recovery</li> <li>• Poverty Reduction Strategies</li> </ul>
13	<p><b>Conflict, Development and Gender</b></p> <p>Rigual, C. et al. (2022). Gender and the micro-dynamics of violent conflicts. <i>International Feminist Journal of Politics</i>, 24(3), 345 – 367.</p>	<ul style="list-style-type: none"> <li>• Intersectional approach</li> <li>• Gender Vulnerability</li> </ul>
14	<p><b>National Counter Terrorism Authority (NACTA)</b></p> <p><b>A Case Study of Pakistan</b></p> <p><a href="https://nacta.gov.pk/">https://nacta.gov.pk/</a></p>	<ul style="list-style-type: none"> <li>• Waves of terrorism in Pakistan</li> <li>• Counter terrorism strategies</li> </ul>
15	<p><b>National Counter Terrorism Authority (NACTA)</b></p> <p><b>A Case Study of Pakistan</b></p> <p><a href="https://nacta.gov.pk/">https://nacta.gov.pk/</a></p>	<ul style="list-style-type: none"> <li>• Pakistan’s national narrative against terrorism and extremism</li> <li>• National action plan</li> </ul>
16	<p><b>Term-papers presentations</b></p>	
17	<p><b>Course Overview and Student-based Recap</b></p>	
18	<p><b>End Semester Exam</b></p>	

## Course Policies

### Class Participation

An essential part of the learning process is the discussion held in the classroom. You should benefit greatly from the different point of views presented during the lecture. Your active participation in class is therefore an important part of the learning process. I strongly encourage everyone to participate and present constructive points to discussion. Here, solution of the case studies and/or high-lightening of any particular topic by (weak or shy) students are particularly encouraged. Class participation (is non-credit) but it is strongly encouraged throughout the semester, besides your active participation in the class group activities, assignment task etc.

### Attendance:

- In the event of a missed session, it is the student's responsibility to consult Qalam and LMS, Class Representative (CR) and other classmates, for the missed content and announcement (quiz or other).
- Class attendance will be taken at the start of each lecture/class. Do not be late for class otherwise you will be marked **ABSENT** for the session(s).
- If you are away on official NUST duty<sup>1</sup>, it is the student's responsibility to inform the instructor on time with an official notice<sup>2</sup> as a proof. Consequently, the student will still be marked as present.
- It is the student's responsibility to continuously monitor his/her attendance on Qalam. **DO NOT ask the instructor to change/modify the attendance** unless there has been an accidental oversight. In such an event, the student should inform the instructor of the error (with proof) **before** the month ends.

### Assignments (Group: 3-5 people/Individual):

- Title Page, Table of Contents, Introduction, Body: Headings (sub-headings), Conclusion, Bibliography
- Time New Roman 12 font, 1.15 spacing, APA style of in-text citation,
- Word count: ≈7000 (group) and ≈4000 (individual).
- Prior immediate discussion and approval of the 'Topic' with the instructor (no later than the 2<sup>nd</sup> week). The topic must be contemporary with significance for local and global societies in the domain of development studies.
- Submission before the MSE and PPT presentation after the MSE till the ESE. (Send PPTs only if asked at the end of your presentation). **No make-up assignments and no late submission.**
- Presentation time is 15 min for groups (3 members present and 2 defend) and 10 min for individuals.
- Group marking (avg. marks) for all the members for their both; written work and presentation.

### Quizzes:

Two Quizzes (one before MSE and one after MSE) as **Announced** one week in advance in the class. There will be no make-up or additional quizzes under any circumstances.

#### *Rules & Regulations:*

1. Quiz problems/questions will be related to topics covered in the classes.
2. Elaboration of unnecessary information is refrained.
3. Name and roll number should be clearly mentioned on the answer sheet.
4. Consulting cell phone and other students during the quiz will be assumed as cheating.
5. Turning-in of anyone else's quiz (who is absent) is strictly prohibited.
6. Understanding the Quiz question/statement is part of the assessment.

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<sup>1</sup> Duties include representing NUST at any forum both at national and international level and being assigned duties by NUST societies/authorities of NUST/S3H.

<sup>2</sup>An application duly signed by the Principal/Dean of S3H

7. On finishing quizzes, handover it to instructor and leave the room with your belongings. Please wait out-side for your friend(s).
8. No retake of quizzes, once missed.

**Academic Dishonesty:**

Students need to carefully consider NUST policies regarding plagiarism. Group-work is encouraged but any form<sup>3</sup> of plagiarism is a crime and will not be tolerated. Strict action will be taken against any student(s) found plagiarising any material and submitting it as his/her own.

You are responsible for knowing and enacting academic conduct that is in line with the University’s statement entitled “Academic Dishonesty” available at:

<http://www.nust.edu.pk/usr/showContents.aspx?mdl=1839>

The statement highlights examples of unacceptable behavior which include, but are not limited to, the following:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student’s examination; submitting work prepared in advance for an in-class examination; taking an examination for another person or conspiring to do so.
- **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise; failure to attribute direct quotation, paraphrase, or borrowed facts or information.

It is expected that all work that is handed in will be your own. Any ideas or content that come from another source must be properly cited (including any content taken from the Internet, books, articles, and lectures). It is expected from you that all your work (project, assignment, and presentations) is referenced using this handout.

Moreover, **Turn-It-In** will be used as plagiarism software to evaluate all your submissions. Any acts of plagiarism and cheating will be dealt strictly and in accordance with the policy in place by the University.

**Things to Remember**

- The dates/weeks provided below are an estimate of due dates for quizzes, assignments and project related material submission. These may be subject to modification by the instructor due to unforeseen circumstances/minor modifications in course. However, until informed so, please consider these dates/weeks as final.

Week	Date	Item Due

Bear in mind that it is the responsibility of the student to continuously keep track of these dates/weeks and the lecture outline.

- Do’s and Don’ts of Class

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<sup>3</sup> For example submitting someone else’s work, past projects or direct material from the internet/books (unless outlined or referenced) as you own

DO	DONT
Come to class <u>on time</u> and having completed the reading material.	Submit assignments, quizzes late. Such assignments and quizzes will be accepted for marking.
Take notes during the lectures and ask questions until you understand the topic completely.	<u>Cause disturbance</u> in class. If you have a question, address it to the instructor. Instructor can ban you for two weeks due to continuous disturbance in the class.
Ask questions that are relevant to the topic.	Walk in and out of class during the lecture frequently. If you have an emergency, let the lecturer know, even to attend the phone calls. Put your mob. Phones switched off during the lecture.
Let the lecturer know in advance if you need to miss a class due to any official assignment (with proof)	Come to class <u>without your own copy of reading and writing material or casual behaviour.</u>
Respect your classmates' opinions (especially, religious and political) regarding topics under discussion.	Ask the lecturer to reschedule any deadlines.
Constantly monitor the course outline and <u>check the deadlines.</u>	Ask the lecturer to change attendance details. Avail your 25% discount.
Research topics and news items for constructive (and respectful) in-class debates and participate actively in class discussions and class academic activities.	Eat/Drink food in class. Only water is allowed.
Do write some form of identification on each document that is due for submission of any kind.	DO NOT insist instructor for PPTs.
Explore opportunity on and off campus (conference, workshops, trainings etc.)	<u>Laptops/ Mob phones and tablets etc are not allowed during the lectures for personal job work.</u>