

Sociology
Generic Elective (GE) 22
Sociology of Peace and Conflict

GENERIC ELECTIVE COURSE-22 (GE-22) : Sociology of Peace and

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-22: Sociology of Peace and conflict	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To outline a sociological lens for peace and conflict studies
2. To deconstruct peace as a concept and the dichotomy between peace and conflict
3. To draw connection between thematic understanding of issues and peace building practices
4. Build an understanding of peace pedagogy, inclusive justice, and mechanisms of reconciliation key to pursuit of **SDG 16 – Peace, Justice and Strong Institutions**

Learning outcomes:

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

1. Critically examine the differing discourses on the concepts of peace and conflict, peacebuilding and conflict transformation
2. Identify conflict as it permeates everyday structures and practices
3. Develop an intersectional approach to understand conflict across the themes of gender, children and disability
4. Demonstrate an understanding of varying approaches to conflict transformation and peacebuilding in pursuit of **SDG 16 – Peace, Justice and Strong Institutions**

SYLLABUS OF GE:

Unit I - Concepts of Conflict, Peace and Peacebuilding (12 Hours)

This unit provides a foundational introduction to the concepts of conflict, peace and peacebuilding.

a. Theorizing Conflict and Peace

b. Conceptual Frameworks of Peacebuilding

Unit II - Sociological Perspectives on Conflict and Peace (12 Hours)

This unit examines key sociological frameworks to understand conflict, violence, and peace as social phenomena.

- a. Conflict as a Social Process**
- b. Violence and Symbolic Structures**

Unit III - Conflict and Everyday Experiences (11 Hours)

Using case studies, this unit examines how conflict affects individuals and communities through embodied, intersectional, and lived experiences.

- a. Embodiment and Conflict**
- b. Narratives of Survival and Memory**

Unit IV - Conflict Transformation and Peace Building (10 Hours)

This unit discusses some pedagogies and social initiatives involved in peacebuilding efforts.

- a. Pedagogies of Peace**
- b. Contemporary Peacebuilding Practices**

Practical Component: NIL

Essential/Recommended Readings:

Unit I - Concepts of Conflict, Peace and Peacebuilding

a. Theorizing Conflict and Peace

Barash, D. P. and C. Webel. (2009). *Peace and Conflict Studies* (3rd edition). Sage Publications. Chapter 1: The Meanings of Peace. Pp. 3-10.

Diehl, Paul. (2016). Exploring Peace: Looking Beyond War and Negative Peace. *International Studies Quarterly*, 60(1), Pp. 1-10.

b. Conceptual Frameworks of Peacebuilding

Symonides, J and K Singh (1996). Constructing a culture of peace: challenges and perspectives – an introductory note. In *From a culture of violence to a culture of peace*, UNESCO Publishing. Pp. 9-30.

Skjelsbaek, Inger. (2001). Is Femininity Inherently Peaceful? The Construction of Femininity in War. In Inger Skjelsbæk and Dan Smith (Eds.), *Gender, Peace and Conflict*. Sage Publications. Pp. 47-67.

Unit II – Sociological Perspectives on Conflict and Peace

a. Conflict as a Social Process

Coser, Lewis. (1957). Social Conflict and the Theory of Social Change. *The British Journal of Sociology*, 8(3), Pp. 197-207.

Schmidt, Bettina and Ingo W. Schroder. (2001). *Anthropology of Violence and Conflict*. London and New York: Routledge. Introduction: Violent Imaginaries and Violent Practices. Pp. 1-24.

b. Violence and Symbolic Structures

Galtung, Johan. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), Pp. 291-305.

Bramsen, I. (2024). *The Micro-Sociology of Peace and Conflict*. UK: Cambridge University Press. Chapter 3 - Micro-sociology of Violence. Pp. 78-103.

Unit III: Conflict and Everyday Experiences

a. Embodiment and Conflict

Hill, Myrtle and Nancy Hansen. (2011). Disability and Conflict: Untold Stories from the North of Ireland. In Thomas Matyók, Jessica Senehi and Sean Byrne (Eds.), *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. Lexington Books. Pp. 97-114.

Williams, R. and John Drury. (2001). Personal and Collective Psychosocial Resilience: Implications for Children, Young People and Their Families Involved in War and Disasters. In Daniel Thomas Cook and John Wall (Eds.), *Children and Armed Conflict Cross-Disciplinary Investigations*. Palgrave Macmillan. Pp. 57-75.

c. Narratives of Survival and Memory

Das, Veena. (1995). *Critical Events: An Anthropological Perspective on Contemporary India*. India: Oxford University Press. Chapter 7 - The Anthropology of Pain. Pp. 175-196.

Abel, Marijke and A. Richters. (2009). Memory, Suffering, Survival Tactics, and Healing among Jopadhola Women in Post-War Uganda. *Development in Practice*, 19(3). Pp. 340-349.

Unit IV Conflict Transformation and Peace Building

a. Pedagogies of Peace

Keddie, Amanda (2012). Poetry and prose as Pedagogical Tools for Addressing Difficult Knowledges: Translocational Positionality and Issues of Collective Political Agency. *Pedagogy, Culture & Society*, 20:2, Pp. 317-332.

b. Contemporary Peacebuilding Practices

Naseem, Ayaz and Adeela Arshad-Ayaz. (2020). *Social Media as a Space for Peace Education: The Pedagogic Potential of Online Networks*. Palgrave MacMillan. Introduction and Chapter 6. Pp. 1-14, 115-138.

Suggested Readings:

Cremin, H. (2018). An Autoethnography of a peace educator: Deepening reflections on research, practice and the field, *Emotion, Space and Society*, 28, Pp. 1-8.

Farmer, Paul. (2003) *Pathologies of Power: Health, Human Rights and the New War on the Poor*. USA: University of California Press.

Galtung, Johan. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 1969, 6(3), Pp. 167-191.

International Monetary Fund (IMF). (2020). *The Economic Consequences of Conflict in Sub-Saharan Africa* <https://www.imf.org/en/Publications/WP/Issues/2020/10/30/The-Economic-Consequences-of-Conflict-in-Sub-Saharan-Africa-49834>

Richards, Paul. (2005). *No Peace No War: An Anthropology of Armed Conflicts*. USA: Ohio University Press.

Scheyer, Victoria and Marina Kumskova. (2019). Feminist Foreign Policy: A Fine Line between “Adding Women” and pursuing a Feminist Agenda. *Journal of International Affairs*, 72(2), Pp. 57-76.

Sjoberg, Laura and Sandra Via. (2010). *Gender, War, and Militarism: Feminist Perspectives*. USA: Praeger.

United Nations Population Fund (UNFPA). (2002). *The Impact of Armed Conflict on Women and Girls: A Consultative Meeting on Mainstreaming Gender in Areas of Conflict and Reconstruction*, 2002.

https://www.unfpa.org/sites/default/files/pub-pdf/impact_conflict_women.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.