




Four Years Bachelor's Degree
The Faculty of Humanities and Social Sciences

Held on 10 August, 2019, the Strategic Studies Standing Committee Meeting, chaired by the Dean of the Faculty of Humanities and Social Sciences Dr Shiva Lal Bhusal, Professor of Economics proposed the following agenda.

First Year

SST 421: Introduction to Strategic Studies (Major I)

SST 422: Military History (Major II)

Second Year

SST 423: Strategic Thoughts (Major III)

SST 424 National Security (Major IV)

Third Year

SST 425: International Studies (Major V)

XX XX: Subject from a different discipline, such as Economics, Sociology, Conflict (Elective)

Four Year

SST 426: Military Study (Tactical Studies) (Major VI)

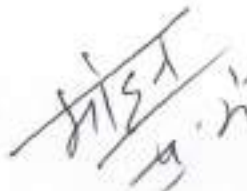
SST 427: Academic Writing, Research Design (Major VII)

SST 428: Defense Studies (Elective for other disciplines)











Introduction to Strategic Studies

Course code: SST 421

Paper: Ⅱ

Credit hours: 6

Teaching hours: 150

Full marks: 100

Pass marks: 40

Description

A course on Strategic Studies introduces students to the basic concepts and theories of strategic studies. It is centered on the study of the evolution of military strategies, strategic theories and conflicts and peace studies. In regular class sessions, learners are exposed to topics and issues, ranging from intelligence to diplomacy and international cooperation to security and defense through interactive processes on the strategic planning from a high level of conceptualization.

Learning Objectives

A. General Objectives

- To familiarize students with concept of strategy and its evolution,
- To induce participants to the nature and scope of strategic studies in national interest, and
- To inculcate in learners the importance of strategic studies, economics of political economy, and interrelationships of international relations and diplomacy

B. Specific objectives

- To impart knowledge on international strategy for global peace and cooperation
- To acquaint students with the evolution of military strategy,
- To engage students with strategic theories, strategic planning and international politics

Pedagogical strategies

Instructors adopt learner-centered and learning-focused pedagogical strategies by using different media and materials, including print and digital. Instructors deliver contents, asking students questions, responding their thoughts, making connections, and ultimately synthesizing the ideas in respective sessions. Students continuously make presentations, both individual and collaboration, on various topics and issues from the syllabus. Precisely, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

Evaluation Mechanism

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100



Course Contents

Units	Content	Teaching Hours
Unit 1	Understanding Strategy Meaning and Scope of Strategy Concept of Strategy and Tactics Types of Strategies Strategic Movement and Strategic Maneuvers Aims of Strategic Studies Nature and Scope of Strategic Studies Importance of the Study of Strategic Studies Difference between Defense Studies and Strategic Studies Critical Approaches to Strategic Studies	25
Unit 2	Evolution of Military Strategy Sun Tzu and Kautilya Military Strategies of Niccolo Machiavelli Sebastien Vauban's Impact of Science on War Carl Von Clausewitz's Concept of Modern Military Strategy Alfred Mahan and the Origin of Naval Strategy JFC Fuller's Strategy of Tank Warfare Air Power Strategies of Giulio Douhet, Billy Mitchel and Alexander Sebaraski Blitzkrieg Strategy	30
Unit 3	Strategic Theory and Levels of Strategic Planning a. Strategic Theory Meaning of Strategic Theory Assumption of Strategic Theory Nature and Values of the Strategic Theory b. Levels of Strategic Planning Grand Strategy Strategy Grand Tactics Tactics	20
Unit 4	International Politics Geopolitics/ Geo-strategy Multilateral Diplomacy International Political Economy National Power	30



Unit 5	International Cooperation for Security and Defense Concept of Collective Security The League of Nations—Success and Failure Origin of the United Nations	30
Unit 6	Intelligence and Strategy Intelligence as Enabler of Strategy Strategic Surprise Post 9/11 World of Intelligence	15

Required Readings

- Baylis, John & James J. Wirtz and Colin S. Gray. 2016. *Strategy in the Contemporary World*. Oxford University Press
- Maiolo, Joseph A & Thomas G. Mahnken. 2014. *Strategic Studies: A Reader*. Routledge
- Paret, Peter. 1986. *Makers of Modern Strategy*. Princeton: Princeton University Press

Suggested Readings

- Buzan, Barry. 1987. *An Introduction to Strategic Studies*. Palgrave Macmillan UK
- Conolly, Richard L. 1970. "Exercise of Command". *Naval War College Review*, Vol. 22, No. 9 (May 1970), pp. 50-61. U.S. Naval War College Press
- Corvaja, Alessandra Scheffler & Brigita Jeraj and Uwe M. Borghoff. "The Rise of Intelligence Studies: A Model for Germany?" *Connections*, Vol. 15, No. 1 (Winter 2016), pp. 79-106. Partnership for Peace Consortium of Defense Academies and Security Studies Institutes
- Creveld, Martin Van. 1985. *Command in War*. Harvard University Press.
- Creveld, Martin Van. 1989. *Technology and War*. New York: The Free Press.
- Heraclides, Alexis & Ada Dialla. 2015. "Humanitarian Intervention Today". *Humanitarian Intervention in the Long Nineteenth Century*. Manchester University Press.
- Immerman, Richard H. 2008. "Intelligence and Strategy: Historicizing Psychology, Policy, and Politics". *Diplomatic History*, Vol. 32, No. 1 (JANUARY 2008), pp. 1-23. Oxford University Press
- Keegan, John. 2010 *Intelligence in War*. Random House.
- Levi, Werner. 1960. "On the Causes of War and the Conditions of Peace". *The Journal of Conflict Resolution*, Vol. 4, No. 4 (Dec., 1960), pp. 411-420. Sage Publications, Inc.
- Molander, Roger C & Andrew S. Riddile and Peter A. Wilson. 1996. "What is Strategic Information Warfare?" *Strategic Information Warfare*. RAND Corporation.

Military History

Course Code-422
Paper-II
Credits -6
Teaching hours-150

Full marks-100
Pass Mark- 40

Course Description

This course familiarizes students into fundamentals of warfare in different periods of the human history. Learners are informed with different forms of war, specifically focused on revolutions – Gunpowder, First Industrial, Second Industrial and Information Age. Participants are acquainted with introductory modules, ranging from the nature, scope and relevance of military history from the pre-historic warfare to the twenty-first century unconventional wars in changing modes of military affairs. In line with the military system of Gustavus Adolphus, the French military system of Louis XIV, development of naval warfare, Napoleonic warfare, and industrialization of war, students are initiated to the military history of Nepal.

Learning Objectives

A. General Objectives

- To familiarize students about the nature, scope and relevance of military history, ranging from pre-historic to the twenty-first century warfare;
- To expose learners to different facets of military history, both in global and national spheres.

B. Specific Objectives

- To train students to critically examine different dimensions of warfare through the ages, and their relevance in modern day military thinking and warfare;
- To substantiate participants' concepts and understanding of the evolution of warfare through different historical periods.

Pedagogical strategies

Instructors adopt learner-centered and learning-focused pedagogical strategies by using different media and materials, including print and digital. Instructors deliver contents, asking questions to students, responding their thoughts, making connections, and ultimately synthesizing the ideas in respective sessions. Students continuously make presentations, both individual and collaboration, on various topics and issues from the syllabus. Precisely, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

Evaluation Mechanism

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

Unit 1: Fundamentals of Military History

15 hours

- a. Meaning and Definition of Military History
- b. Nature and Scope of Military History
- c. Its Relevance and Significance
- d. Basic Concepts of
 - i. Battle, Campaign and War
 - ii. Strategy and Tactics
 - iii. Security and Defense
- e. Types of War

Unit 2: Dawn of Military History

25

- a. Prehistoric Warfare
- b. Historical Evolution of Warfare:
 - (i) Evolution of Warfare in the Mediterranean and Middle Eastern region
 - (ii) Vaidik and Epic Warfare
 - (iii) Early Chinese Warfare
 - (iv) Greek and Roman Warfare

Unit 3: Warfare in the Middle Age

15

- a. Impact of European feudalism on warfare
- b. The rise of Islam and its impact on warfare
- c. Crusades-- Age of Valor
- d. Mongol Military System

Unit 4: Modern Warfare

25

- a. The Military System of Gustavus Adolphus
- b. The French Military System of Louis XIV
- c. Development of Naval Warfare
- d. Napoleonic Warfare
- e. Industrialization of war

Unit 5: Anthropology of the Twentieth Century Wars

25

- a. First World War (1914-1918) and the Era of Total War
- b. Second World War (1939-1945) and the Dawn of Nuclear Age
- c. Cold War (1945-1990) and the Emergence of Two Super Powers
- d. Unconventional Warfare in Twenty-first Century

Unit 6: Revolutions in Military Affairs (RMA)

- a. The Gunpowder Revolution
- b. The First Industrial Revolution
- c. The Second Industrial Revolution
- d. The Information age Revolution

Unit 7: Military History of Nepal

- a. Military System of Ancient Nepal (Upto 879 AD)
- b. Military System of Medieval Nepal (880 to 1768 AD)
- c. Military History of Modern Nepal (1769 to Present AD)
 - i) Origin of Modern Nepali Army and Unification of Nepal
 - ii) Nepal-Tibet War (1788)
 - iii) Nepal-Tibet-China War (1791-1792)



- v) Nepal-Tibet War (1855-1856)
vi) Nepal's Contributions during the First and Second World Wars
vii) Nepali Army in UN Peace Keeping Missions

Required Readings

Keegan, John, 1994. *A History of warfare*, New York, Vintage Books.
Rathour, Kamal Raj Singh, 2016. *History of War and Warfare*, Kathmandu, Mridu Singh.
Andre Corviser (ed.), 1994. *A Dictionary of Military History*, Oxford, Blackwell Publishers.

Suggested Readings

Boot, Max, 2007. *War made new weapons, warriors and making of the modern world*, USA.
Evans, M., 1997. *The role of military history in the education of future officers*, Land Warfare Studies Center.
Sharma, Shiva Prasad (ed.), 1992. *Nepal Ko Sainik Itihas*, Kathmandu, Shahi Nepali Jangi Adda.
Manandhar, T.R, Mishra, T. P, Panta, D.R, Rathour, K.R.S, Pangen, B. 2012, *Nepali Sena Ko Itihas*, Kathmandu Jangi Adda.
Howard, Michael, 1977. *War in European History*, Oxford: Oxford University Press.
Fuller, J. F. C., 1955. *A Military History of the Western Worlds*, New York: Funk and Wagnalis Company.
Neiberg, Michael, S., 2001. *Warfare in World History*, London/New York: Routledge.
Dupey, Richard Ernest and Trevor Dupey, 1993. *Encyclopaedia of Military History*. New York, Harper Collins Publishers.
Montgomery, Viscount, 1968. *A History of Warfare*, London, Collins.
Marston, Daniel P., Sundaram, Chander S.(ed), 2003. *A Military History of India South Asia* New Delhi, Pentagon Press.



STRATEGIC STUDIES
FOUR YEAR BACHELOR'S DEGREE PROGRAM
HUMANITIES AND SOCIAL SCIENCES
TRIBHUVAN UNIVERSITY

DESCRIPTION

Strategic Studies major in undergraduate level offers students an in-depth knowledge and critical reception of strategies of national and global contexts. Subjects under Strategic Studies discipline are directed to inculcate in students knowledge and expertise to formulate policies, devise strategies and promote relationships for vital national interests and civic supremacy. With their exposures to different topics of strategic studies, such as military strategies, national security, geo-politics, international law and international relations, students grasp significance of civil-military relations as well as internal and external security environments for national interest and policy formulation.

OBJECTIVES

- To prepare students in strategic and military studies, international law and relations to develop worldviews and perspectives in the world's militaries
- To inculcate in the dynamics of civil-military relations in consolidation of new democracies in small and developing countries territorial integrity and people's sovereignty
- To reflects the significant changes taking place in the world strategies and the impact of the civil-military dynamic, with a special focus on the military instruction's appropriation with the new class of entrepreneurs
- To equip students with skills and perspectives to examine the security environment, national security and diplomatic relations in the changing global contexts territorial integrity and people's sovereignty.

ELIGIBILITY FOR STRATEGIC STUDIES MAJOR

Students who have completed the Examination of Grade XII or equivalent can take Strategic Studies in an undergraduate level of the Faculty of Humanities and Social Sciences.



R. V.

V. Shrestha

V. Shrestha

K. M. Shrestha

P. K. Shrestha

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STRATEGIC STUDIES
Bachelor's Degree

SN	Pap	Code No	Titles	Credit Hours	Teaching Hours	Full Marks	Pass Marks
FIRST YEAR							
01	I	SST 421	Introduction to Strategic Studies	6	150	100	40
02	II	SST 422	Military History	6	150	100	40
SECOND YEAR							
03	III	SST 423	Strategic Thoughts	6	150	100	40
04	IV	SST 424	National Security	6	150	100	40
THIRD YEAR							
05	V	SST 425	International Studies	6	150	100	40
06		SST 410	Defense studies [Elective]	6	150	100	40
FOURTH YEAR							
07	VI	SST 426	Military Studies	6	150	100	40
08	VII	SST 427	Academic Writing and Research Design	6	150	100	40

PEDAGOGICAL STRATEGIES

Instructors adopt learner-centered and learning-focused pedagogical strategies by using different media and materials, including print and digital. Instructors deliver contents, asking students questions, responding their thoughts, making connections, and ultimately synthesizing the ideas in respective sessions. In their regular class sessions as well as seminar-cum-workshops, students continuously make presentations, both individual and collaboration, on various topics and issues from the syllabus. Precisely, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION SCHEMES

SN	Evaluation Elements	Weightage	Pass Marks
1.	Assignments, projects, tutorials, Mid- Term Exam	30	12
2.	End Term Exam	70	28
3.	Total	100	40

Internal

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Project, Presentation, Portfolio*	05
Mid-term	10
End-term	10

* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

External Final Examination

Group A: Any TWO out of THREE long questions	02X15=30
Group B: Any FOUR out of SIX short questions	04X10=40

30

70



V. Shrestha

G. P. Sharma
V. K. Sharma



SST-423: Strategic Thoughts

DESCRIPTION

This course examines the ideas of major strategic thinkers, ranging from early to the twentieth century military strategists, including the western and Nepalese. It unfolds its relevance in the contemporary world to enable students to strengthen their critical thinking abilities and speculations in the works of the classical and modern military strategists. This course covers topics and issues, ranging from the historical development of strategic thoughts and its importance in different types of warfare. Furthermore, this course incorporates components and modules of military history, military geography, war and peace studies, security studies, among others, from perspectives and theoretical frames of strategic thoughts.

OBJECTIVES

- To train students in ideas and perspectives of prominent military thinkers from ancient to modern times in response to military affairs, activities and initiatives
- To substantiate learners concepts and perceptions of peace and war in strategic and tactical levels
- To enhance participants' abilities and perceptions to critically examine and comment different dimensions of warfare, strategic thoughts and their relevance in modern day military thinking and warfare

CONTENTS

UNIT 1: EARLY MILITARY STRATEGISTS 10 HRS

- a) Strategic Thoughts of Sun Tzu
- b) Strategic Thoughts of Kautilya

UNIT 2: STRATEGIC THOUGHT UP TO THE 18TH CENTURY 30 HRS

- a) Niccolo Machiavelli
- b) Sebastien Vauban
- c) Frederick the Great
- d) Comte de Guibert
- e) Dietrich Heinrich Freiherr von Bülow
- f) Carl Von Clausewitz
- g) Antoine Henry Jomim

UNIT 3: STRATEGIC THOUGHT DURING THE 19TH CENTURY 30 HRS

- a) Napoleon Bonaparte
- b) Adam Smith
- c) Alexander Hamilton
- d) Friedrich List
- e) Karl Marx and Friedrich Engels
- f) Ardent Du Picque
- g) Marshal Foch
- h) Hans Delbruck

UNIT 4: STRATEGIC THOUGHTS DURING THE 20TH CENTURY 30 HRS

- a) Liddell Hart
- b) Erich Friedrich Wilhelm Ludendorff
- c) Giulio Douhet

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* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

B. External Final Examination

70

Group A: Any TWO out of THREE long questions

$$02 \times 15 = 30$$

Group B: Any FOUR out of SIX short questions

$$04 \times 10 = 40$$

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REQUIRED READINGS

- Echevarria, Antulio Joseph. 2017. *Military Strategy: A Very Short Introduction*. Oxford University Press.
- Rai, Indrajit. 2002. *The Great Military Thinkers of the World*. Kathmandu: Himalayan Book Store
- Sharma, SP & TR Vaidhya and TR Manandhar. 1992. *Nepal Ko Sainik Itihas*. Kathmandu: Royal Nepal Army HQ.
- Subba, Shishir. *Military Psychology*. 2007. Kathmandu: Usha Kiran Subba.

SUGGESTED READINGS

- Ambrose, S. E. 1991. *Eisenhower: Soldier and President*. New York: Routledge.
- Clausewitz, Carl Von. 1997. *On War*. Toronto: Insomniac Press.
- Dosal, Paul J. 2003. *Comandante Che: Guerrilla Soldier, Commander, and Strategist, 1956-1967*. Pennsylvania State University.
- Handel, Michael. 1992. *Masters of War*. London: Frank Cass Publishers.
- Hart, Liddell. 2012. *Strategy: The Indirect Approach*. New Delhi: Pentagon Press.
- Machiavelli. 1988 *The Prince*. Edited by Quentin Skinner and Russell Prince. Cambridge University Press.
- Paret, Peter. 1986. *Makers of Modern Strategy*. Princeton: Princeton University Press.
- Shamasastri, R. 2016. *Kautilya's Arthashastra*. Delhi: Routledge.
- Slim, W. 2009. *Defeat into Victory*. UK: Pan Publisher.
- Tzu, Sun. 2002. *The Art of War*. Kegan Paul Limited.
- Vaidhya, T. R.. 1994. *Advanced History of Nepal*. New Delhi: Anmol Publication Pvt. Ltd.
- Zedong, Mao. 1961. *On Guerrilla Warfare*. Introduction by Samuel B. Griffith. University of Illinois Press.





SST 424: National Security

DESCRIPTION

An undergraduate course in National Security offers students national security strategies of great and emerging powers in response to their internal and external threats. It primarily examines an episodic study of national security to inculcate in students analytical skills to explore new developments in national security environment. This course intends to cultivate in students' minds skills and abilities to navigate various components of national security and national security strategies. Moreover, it introduces issues of changes in global politics from Nepal's national security perspectives.

CONTENTS

OBJECTIVES

- To familiarize students with different trends, components and developments in national security strategies of great and emerging powers as well as small powers.
- To acquaint students about events and developments in international politics focusing on interrelationship of national power. Interest and national security from Nepal's Perspective.
- To train students with critical skills and strategies to explore and analyze new trends and developments, especially in national security strategies and national security policies

UNIT 1: FUNDAMENTALS OF NATIONAL SECURITY

15 HRS

- Meaning and Definition
- Threat Perception and Security Awareness
- Geo-politics and Geo-strategy
- Defense and Preemptive Action
- Independence and Sovereignty

UNIT 2: TRADITIONAL AND NON-TRADITIONAL SECURITY

30 HRS

- Dimensions of Traditional Security
 - Physical and Infrastructure Security
 - Military Security
 - Security of Energy and Natural Resources
 - Economic Security
 - Cyber Security
 - Comprehensive Security
- Dimensions of Human Security
 - Environmental Security
 - Food Security
 - Health Security
 - Employment Security
 - Personal Security
 - Community Security
 - Political Security
 - Social Protection for Human Security

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सिन्धुपाल्चोक

W. H. H. H.



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UNIT 3: INTERNATIONAL SECURITY SYSTEM

- Collective Defense
 - Triple Alliance and Triple Entrant
 - NATO and Warsaw Pact
- Collective Security
 - League of Nations
 - United Nations Organizations
 - European Union
 - African Union
- Global Security – Set of Ideas Developed by UNO since the End of Cold War
- The Provisions of International Law regarding the protection of state' sovereignty

UNIT 4: CHANGING PATTERNS OF CONTEMPORARY SECURITY SYSTEM 25 HRS

- Contemporary Security Paradigm of the USA
- Contemporary Security Paradigm of China
- Contemporary Security Paradigm of India
- Contemporary Security Paradigm of Russia
- Quadrilateral Security Dialogue (QUAD) – Role of Informal Strategic Forum between USA, Japan, Australia and India

UNIT 5: ISSUES IN NATIONAL SECURITY 25 HRS

- Geography and National Security
 - Geographical Features Related to Security- Mountains, Plateau, Plains, Urban Terrain;
 - Boundaries: Land, Sea and Air
 - Role of Climate and Weather for Security
- Economics of defense in National Security
- Internal and External Security Threats
- Conventional and Non-Conventional Security Threats
- Terrorism and Counter Terrorism
- Security Strategies during Global Pandemic

UNIT 6: NATIONAL SECURITY OF NEPAL

- Instruments of National Security
- Concepts of a Small State
- Evolution of Nepal's National Security Policy
- Nepal's National Security Policy, 2016
- Human Security and National Security Threat
- Challenges to Nepal's National Security
- Open Border: Opportunities and Challenges?

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PEDAGOGY

Learner-centered and student-centered pedagogy will be adopted to deliver lectures. In addition, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION SCHEMES

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

Internal

30

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Project, Presentation, Portfolio*	05
Mid-term	10
End-term	10

* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

External Final Examination

70

Group A: Any TWO out of THREE long questions

02X15=30

Group B: Any FOUR out of SIX short questions

04X10=40

REQUIRED READINGS

- Bhattarai, Rajan, & Geja Sharma Wagle. (2010). *Emerging Security Challenges of Nepal*. Nepal Institute for Policy Studies. Palleri, Prabhakaran. (2008). *National Security: Imperatives and Challenges*. Tata McGraw-Hill.
- Khanal, Rabindra, & Pushpa Adhikari. (2009). *National Security of Nepal*. Sangam Institute for Policy Analysis and Strategic Studies.
- Mangold, Peter. (1990). *National Security and International Relations*. New York: Routledge
- Romm, Joseph J. (1993). *Defining National Security: The Nonmilitary Aspects*. Council on Foreign Relations Press.
- Upreti, Bishnu, Bhattarai, Rajan and Wagle, Geja Sharma. (2013). *Human Security in Nepal: Concepts, Issues and Challenges*. Kathmandu: Nepal Institute for Policy Studies.

SUGGESTED READINGS

- Aditya, Anand. (1997). *The Political Economy of Small States*. Kathmandu: Nepal Foundation for Advanced Studies.
- Bhattarai, Rajan & Rosy Cave. (2010). *Changing Security Dynamics in Nepal*. Nepal Institute of Policy Studies.
- Freedman, Lawrence. (2013). *Strategy: A History*. Oxford University Press.
- Journal of International Affairs*. Kathmandu: Department of International Relations and Diplomacy, Vol. 3, No.3, May, 2020.
- Shrestha, Anand P. (2009). *Nepal's National Interest*. Sangam Institute of Policy Analysis and Strategic Studies.
- Williams, Paul D. (2014). *Security Studies An Introduction*. Routledge.



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SOI-425: International Studies

DESCRIPTION

This course familiarizes students to the core issues, debates and approaches to the International Studies. It offers insights and ideas about International Relations through exposures to prominent international and regional organizations. Notably, the course looks into Nepal's foreign policy to promote its national interest home and abroad. Moreover, it explores important historical issues, and espouses contemporary events in international politics bilateral and multilateral relations. It also cultivates in students values and insights in international relations while inculcating in them aptitude to critical thinking and analytical skills to assess developments in world affairs.

OBJECTIVES

- To engage with the key issues, concepts and theories of international studies
- To enable comprehend the importance of international studies as an academic discipline in the university education system in today's interdependent world
- To acquaint students with the nature, scope, theories and issues in international studies

CONTENTS

UNIT 1: INTRODUCTION TO INTERNATIONAL STUDIES

- Meaning, Nature and Scope of International Studies
- Key concepts in International Studies
- Origin and Evolution of International Studies

UNIT 2: THEORIES OF INTERNATIONAL STUDIES

- Predominant Theories: Realism, Liberalism
- Critical Theories: Constructivism, Marxism, Gender/Feminism, Post-Structuralism

UNIT 3: POWER IN INTERNATIONAL STUDIES

- Balance of Power
- Small Powers, Middle Powers, Regional Powers, Great Powers, Superpower
- Hard Power, Soft Power, Smart Power, Sharp Power
- Nepal's Soft Power Capabilities

UNIT 4: NATIONAL INTERESTS

- Meaning and Definition
- Classification of National Interests
- Methods of Fulfilling National Interests
- Nepal's National Interests

UNIT 5: KEY ISSUES IN INTERNATIONAL STUDIES

- Evaluating Effectiveness on UN
- Global Governance
- Resurgence of Geopolitics in the twenty-first Century
- Populism

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- Artificial Intelligence Cyber Security
- Regional Security Framework: EU, ASEAN and SAARC
- Terrorism and Counter-terrorism

UNIT 6: NEPAL IN INTERNATIONAL AND REGIONAL ORGANIZATIONS

- Nepal's Foreign Policy and Diplomacy
- Geo-Strategic Challenges to Nepal's Foreign Policy
- Nepal's Role in International/Regional Organizations
 - Nepal's Contribution to UN
 - SAARC
 - BIMSTEC
 - BBIN
 - BRI



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PEDAGOGY

Learner-centered and student-centered pedagogy will be adopted to deliver lectures. In addition, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION SCHEMES

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

Internal

30

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Project, Presentation, Portfolio*	05
Mid-term	10
End-term	10

* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

External Final Examination

70

Group A: Any TWO out of THREE long questions

02X15=30

Group B: Any FOUR out of SIX short questions

04X10=40

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REQUIRED READINGS

- Acharya, Madhu Raman. (2019). *Nepal World View*. Adroit Publishers.
Archer, Clive, Alyson J. K. Bailes & Anders Wivel. (2014). *Small States and International Security*. Routledge.
Berridge, G. R. (2002). *Diplomacy Theory and Practice*. New York: Palgrave.
Finlan, Alastair. (2013). *Contemporary Military Culture and Strategic Studies*. New York: Routledge.
Sangroula, Yubaraj. (2015). *Geo-strategic Challenges to Nepal's Foreign Policy and Way Forward*. Bhaktapur: Kathmandu School of Law.

SUGGESTED READINGS

- Allison, Graham. (2019). *Destined for War: Can America and China Escape Thucydides' Trap?* Scribe Publications.
Burchill, S. (2005). *The National Interest in International Relations Theory*. Palgrave Macmillan.
Davison, Remy. (2008). *Foreign Policies of the Great and Emerging Powers*. Pearson.
Griffiths, Martin, Terry O' Callaghan & Steven C. Roach. (2002). *International Relations The Key Concepts*. Routledge.
Gutner, Tamar. (2016). *International Organizations in World Politics*. SAGE Publications.
Huntington, Samuel P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster Paperbacks.
Rose, Leo E. Rose. (1971). *Nepal Strategy for Survival*. University of California Press
Routledge.
Schuett, Robert & Peter M. R. Stirk. (2016). *The Concept of the State in International Relations: Philosophy, Sovereignty and Cosmopolitanism*. Edinburgh University Press Publishers.
Sempa, Francis P. (2002). *Geopolitics: From the Cold War to the 21st Century*. Transaction Publishers.
Smith, Steve, Amelia Hadfield & Tim Dunne. (2012). *Foreign Policy Theories, Actors, Cases*. Oxford University Press.

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SST 426: Military Studies

DESCRIPTION

This course acquaints students with concepts and theories of the military system. The course offers strategies and tactics in response to raid and attack, conflict and battle, conflict and campaigns, basic considerations and contingency operations in general and military maneuvers in particular. Notably, the course exposes learners to fundamentals of war, field craft, battle craft, and nature and characters of military operations. Further, this helps students enhance critical thinking abilities and analytical skills to formulate plans and execute them efficiently.

OBJECTIVES

- To acquaint with key issues, concepts, theories and approaches of military studies as an academic discipline
- To enable comprehend the significance of military studies in the university education system in today's interdependent world
- To engage with nature and character of war, principles of war, levels of war, military strategies, historical and contemporary issues in the warfare
- To develop skills and abilities to formulate plans and develop efficient management skills for their effective execution

CONTENTS

Unit 1: FUNDAMENTALS OF MILITARY STUDIES

10 HRS

- Introduction to Military Studies
- Nature, Scope and Importance of Military Studies

Unit 2: FUNDAMENTALS OF WAR

5 HRS

- Nature and Character of war
- Principles of War
- Levels of war: Strategic, Operational and Tactical
- Battle, Campaign and War
- Introduction to conventional and unconventional war

Unit 3: FIELD CRAFT AND BATTLE CRAFT

15 HRS

- Basics: use of ground in the battle field
- Basics: use of tactical skills in battle field
- Objective, Route and Fire Support Appreciation
- Battle procedure and planning process
- Organization of infantry section/platoon
- Section and platoon formations
- Section and platoon battle drills
- Terrain analysis from military perspective

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UNIT 4: DEFENSIVE AND OFFENSIVE OPERATIONS

60 HRS

- Defensive operations
 - Defense Terminologies
 - Fundamentals of Defense
 - Types of defense
 - Stages of defense
 - Patrol, ambush and raid from defense
 - Organization of defense at platoon level
 - Role of combat support and combat service support in defense
- Offensive operations
 - Advance
 - Terminologies
 - Advance in General
 - Tactical grouping in advance
 - Role of Combat Support/Combat Service Support in advance
 - Attack
 - Terminologies
 - Attack in General
 - Fundamentals
 - Role of Combat Support/Combat Service Support in attack

UNIT 5: COUNTER INSURGENCY WARFARE

30 HRS

- Terminologies
- Causes of Insurgency
- Stages of Insurgency
- Dimensions of insurgency/Counter Insurgency
- Framework of Counter Insurgency
- Counter Insurgency Tactical Operations
 - Patrol, Ambush and Raid
 - Cordon and search
 - Search and destroy
 - Check points
 - Aid to Civil Authority
 - Curfew
 - Military Civic Actions
 - Winning Hearts and Minds of People
 - Road Opening and Convoy Protection



UNIT 6: MILITARY IN NON-TRADITIONAL ROLES

30 HRS

- Disaster Management
- Nature Conservation
- Strategic Infrastructure Development
- UN Peace Keeping
- Strategic /Defense Knowledge Production

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3

PEDAGOGY

Learner-centered and student-centered pedagogy will be adopted to deliver lectures. In addition, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION SCHEMES

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

Internal

30

Total of 30 marks of the internal evaluations can be divided into these categories.

Attendance and Participation	05
Project, Presentation, Portfolio*	05
Mid-term	10
End-term	10

* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

External Final Examination

70

Group A: Any TWO out of THREE long questions

02X15=30

Group B: Any FOUR out of SIX short questions

04X10=40

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REQUIRED READINGS

Field craft and Battle Craft précis

Defensive Operations- Volume I précis

Defensive Operations- Volume II précis

Offensive Operations- Volume I précis

Offensive Operations- Volume II précis

Counter Insurgency Operations- Volume I précis

Counter Insurgency Operations- Volume II précis



V. Shays.

SST427: Academic Writing and Research Design

DESCRIPTION

This course offers students skills and techniques of academic writing and research design in strategic studies and social sciences. Participants will be trained to enhance their writing, research and communicative skills, develop critical insights and organize materials in standard formats in a series of class sessions and workshops. The syllabus progresses from the fundamentals of writing to the nuances of the art of academic and research writing involving, among other practices, methodology and identification of topics along the military studies. Participants will finally be enabled to write project reports, term papers, and research articles in academic and professional settings.

OBJECTIVES

- to equip students with advanced skills, strategies and methodologies to effectively conduct research works and present them to target audiences in a range of academic writing genres,
- to prepare students and participants in the humanities and social sciences to document research outcomes in proper standard format and disseminate them for academic and professional purposes,
- to produce knowledge through intense research processes and constructively deliver the findings in forms of organized reports, articles and theses for the benefit of the society.

CONTENTS

UNIT 1: ACADEMIC WRITING AND RESEARCH PROCESS

20 HRS

- Academic writing: concepts and guidelines
- Academic writing from basics to advanced research and communication
- Usage and mechanics: cohesion, coherence, clarity, grace (Williams's *Style*)
- Parallel constructions and transition (Harris's *Prentice Hall*)

UNIT 2: READING, WRITING AND ARGUMENTATION

20 HRS

(Greene's *Inquiry to Academic Writing*)

- From reading as a writer to writing as a reader
- From identifying claims to analyzing arguments
- From formulating to developing a thesis
- From summary to synthesis:
Note-making, paraphrasing, summarizing, annotation, abstract
- From ethos to logos

UNIT 3: ARGUMENT MODELS

10 HRS

- Argument models (Alfano and O'Brien's *Envision in Depth*)
 - Rogerian model



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- Toulmin model
- Visual and oral argument model

UNIT 4: RESEARCH CONCEPTS AND DEFINITION

10 HRS

- Introduction to Research
 - Concept
 - Definition
 - Purpose of research
- Significance of research

UNIT 5: FORMULATING METHODS AND METHODOLOGIES (Creswell's *Research Design*)

20 HRS

- Methods
- Types of research methods
 - Quantitative methods
 - Qualitative methods
 - Mixed methods
 - Using theories
- Research design
 - Data collection: Questionnaire, survey, observation, action
 - Data tabulation
 - Data interpretation and analysis

UNIT 6: METHODOLOGIES AND APPLICATIONS IN THE FIELD

20 HRS

- Applications in Strategic Studies Discipline
 - Framing theory and concept
 - ❖ Theoretical frame
 - ❖ Conceptual structure
 - ❖ Devising tools and perspectives
 - ❖ Adjusting materials
- Methods in Military Strategies (Salter's *Research Methods in Critical Security Studies*)
 - Study of drones as objects of security: targeted killing as military strategy
 - Objects of security/objects of research
 - Pictorial texts/visual methodology
 - Tracing human security assemblages



UNIT 7: REVIEW OF LITERATURE

15 HRS

(Stake's *Qualitative Research*)

- Refining the problem to be studied
- Concept mapping
- Representing the field
- Building upon the nearby studies

- Finding the literature

UNIT 8: RESEARCH PRACTICE AND WRITING

15 HRS

(Howard and Berg's *Qualitative Research Methods for the Social Sciences*)

- Ethical Issues in Research: Legalities and Plagiarism
- Focus Group Interviewing
- Ethnographic Field Strategies
- Participatory Action Research
- Social, Historical Research and Oral Traditions
- Case Studies
- An Introduction to Content Analysis
- Writing Research Finding Meaning and Data

UNIT 9: PRACTICUM RESEARCH AND WRITING

20 HRS

- Writing research proposal: Formal and Informal, Guided and Open
- Designing prospectus
- Developing a term paper/ research article
- Writing thesis/dissertation
- Using computers to analyze qualitative data
- Format and documentation: MLA and APA style
 - Citations
 - References
- Presentation of any of the works
 - Individual Research Paper (IRP)
 - Group Research Paper (GRP)



PEDAGOGY

Learner-centered and student-centered pedagogy will be adopted to deliver lectures. In addition, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION MECHANISM

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

A. Internal Evaluation (Practicum)

50%

Attendance/ Presentation	10 points
Mid-term exams	15 points
Project, Presentation, Portfolio*	25 points
Practicum Portfolio must include---	

- Presentation materials notes/ slides final
- Summary, Paraphrase, Abstract final
- Proposal first/final
- Term paper first/final
- Thesis/Dissertation first /final



B. External Final Examination

50%

- Group A: Any TWO out of THREE long questions 02X10=20
Group B: Any THREE out of FIVE short questions 03X10=30

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* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

REQUIRED READINGS

- Christine Alfano and Alyssa O'Brien. *Envision in Depth: Reading, Writing, and Researching Arguments*. Boston: Pearson, 2016. Selections
- Creswell, John. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Third Edition. Los Angeles: Sage, 2009. Selections
- Greene, Stuart and April Lindisky. *Inquiry to Academic Writing: A Text and Reader*. Boston: Bedford and St. Martin's, 2012. Selections
- Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. New Jersey: Prentice Hall, 1997. Selections
- Howard, Lune and Bruce Berg. *Qualitative Research Methods for the Social Sciences*. Ninth Global Edition, London and New York: Pearson, 2017.

Salter, Mark and Can Multu. *Research Methods in Critical Studies: An Introduction*. London and New York: Routledge, 2013. Selections

Stake, Robert. *Qualitative Research: Studying How Things Work*. London & New York: The Guilford Press, 2010.

Williams, Joseph. *Style: Lessons in Clarity and Grace*. Twelfth Edition. New York: Pearson, 2016. Selections

SUGGESTED READINGS

Silverman, David and Amir Marvasti. *Doing Qualitative Research: A Comprehensive Guide*. California: Sage, 2008.

Wertz, Frederick J. Wertz and Kathy Charmaz, et. al. *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: Guilford Publications, 2011.



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SS I 410: Defense Studies

DESCRIPTION

An undergraduate course in Defense Studies acquaints students with areas and issues of defense and security. Students in this course learn to respond to and analyze critically issues and debates in national security and defense mechanism from multiple perspectives. The topics in this course cover issues and affairs of military strategies and security interest directed to settlements of conflict and differences, both domestic and international.

OBJECTIVES

- To acquaint students with concepts and perspectives of and approaches to defense and security
- To inculcate in students credible values of defense and security in national interest and international relations
- To provide learners opportunities to pursue knowledge and skills to respond, analyze and think critically on issues and debates in defense strategies

UNIT 1: FUNDAMENTALS OF DEFENSE STUDIES

- Defense awareness
- Security and defense
- Threat perception
- Geopolitics and Geo-strategy
- Defense and pre-emptive action
- Sovereignty and Independence

15 HRS



UNIT 2: UNDERSTANDING GLOBAL AFFAIRS

- National Power, and international relations
- Human rights: social justice, liberty, and equality
- Development: globalization, unequal distribution of resource, clashes of values
- Conflict: structural, latent, and violent
- Peacemaking, peacekeeping, and peace building

20 HRS

UNIT 3: COLLECTIVE DEFENCE AND COLLECTIVE SECURITY

- Triple alliance vs triple entente
- Collective security through the League of Nations and Beyond
- Collective Security and the United Nations
- Regional Organizations/Security Alliances and Collective Security

30 HRS

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EUROPEAN UNION

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UNIT 4: SETTLEMENT OF INTERNATIONAL DISPUTES

- Peaceful (Pacific) settlement of disputes
 - Negotiation
 - Mediation
 - Conciliation
 - Good offices
 - Enquiry commission
 - Judicial settlement of international court of justice
 - Settlement by UNO
 - Arbitration
- Coercive means of settlement of disputes
 - Reprisal
 - Pacific blockade
 - Embargo
 - Intervention
 - International Criminal Court

UNIT 5: SECURITY OF SMALL STATES

30 HRS

- Concept of small states
- Security threats of small states
 - Internal security threats
 - External (security threats)
- Defense strategies of small states
 - Military defense
 - Diplomacy
 - Multilateral Engagements
 - UN and other world forums
 - Internal political and social stability
 - Economic growth and strength
 - Geopolitical situation
 - Case studies of Israel, Sri Lanka, and Bangladesh and Nepal

UNIT 6: NATIONAL SECURITY CONCERNS OF NEPAL

- Role of Nepali Army for National Security
- Guiding principles of Nepal's foreign policy
- Basic Elements of National Interest of Nepal
- Directive Principles of state policy of Nepal
- Mitigating the landlocked status of Nepal

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PEDAGOGY

Learner-centered and student-centered pedagogy will be adopted to deliver lectures. In addition, participatory approach to learning is applied to facilitate the teaching learning process, and also to create and structure the conditions for learning.

EVALUATION SCHEMES

SN	Evaluation Elements	Weightage
1.	Assignments, projects, tutorials, Mid- Term Exam	30
2.	End Term Exam	70
3.	Total	100

Internal

Total of 30 marks of the internal evaluations can be divided into these categories.

30

Attendance and Participation	05
Project, Presentation, Portfolio*	05
Mid-term	10
End-term	10

* Any writing project that assesses the progress of a student as a writer over the year. The final essay, FOUR to FIVE pages in length, must follow the MLA or APA documenting style in *Patterns of College Writing*.

External Final Examination

Group A: Any TWO out of THREE long questions

02X15=30

70

Group B: Any FOUR out of SIX short questions

04X10=40

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REQUIRED READINGS

- Mishra, Sudhanshu. (2017). *Defense Studies: An Analysis*. New Delhi: New Horizons.
- Mansbach, Richard W. and Kirsten L. Taylor. (2014). *Introduction to Global Politics*. New York: Routledge.
- Kirsch, Max. (2017). *Global Politics*. Oxford University Press.
- Singh, Dip Narayan. (1989). *Sainya Bigyan*. Merath: Kana Publications.
- Rose, Leo E., & Roger Dial. (1969). "Can a mini state find true happiness in a world dominated by two protagonist powers: The Nepal case". *The Annals* (Eds) by Richard D. Lambert, Philadelphia: The American Academy of political and social science.

SUGGESTED READINGS

- Hey, Jeanne K. (2003). *Small states in world politics explaining foreign policy behavior*. London: Lynne Rienner Publishers.
- Rothstein, Robert L. (1968). *Alliances and Small Powers*. New Delhi: Columbia University Press.
- Journal of International Affairs*. Kathmandu: Department of International Affairs, Tribhuvan University, Vol. 2, 2018.