1. **Title of the module**

POLI9330 (PO933) - Theories of Conflict and Violence

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

International Conflict and Security MA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand key historical and theoretical issues in international conflict and the study of war and peace
3. Understand and explain conflict, including conflict at the international and intra-state levels
4. critically identify key debates in the discipline
5. Understand key concepts in Conflict Studies
6. Familiarize with applied methodological and epistemological methods in the field
7. Critically analyse historical and current cases of both intra-state and inter-state conflict
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. work with theoretical knowledge at the forefront of their discipline
10. engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies
11. have a comprehensive understanding of methods and methodologies in their discipline
12. develop reasoned arguments, supported by relevant information, and exercise critical thinking
13. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
14. describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
15. engage in academic and professional communication orally and in writing
16. have independent learning ability required for continuing professional study
17. collaborate with others and contribute effectively to the achievement of common goals
18. **A synopsis of the curriculum**

Conflict in its many forms has been a permanent feature of human history. While not all conflict is destructive, violent conflict has caused innumerable deaths and intense suffering. Over the centuries, inter-state war has been the major concern of the international community. The Nineteenth and Twentieth Centuries are widely regarded as the most violent and destructive period of the modern era. As a result of the massive loss of life over the past two centuries, the study of conflict has developed considerably.

Today, however, the vast majority of conflicts and potential conflicts of concern to the international community are internal conflicts, most often in states or across regions undergoing major political, social, and economic transition and dislocation. These conflicts generally have different causes from inter-state war, as well as different effects and dynamics. A major challenge is to improve our understanding of such conflict in order to develop new approaches to conflict management and prevention.

Technologies of violence and their public uses for maximal political impact have also evolved significantly, forcing scholars to re-consider their conceptualisation of warfare.

Theories of Conflict and Violence is designed to examine the various approaches that have been developed to understand collective political violence in its different forms, notably by looking into the logics of users of force and the dynamics of their actions.

The aim of the course is to give students a comprehensive overview of the various theories of contemporary collective political violence. In the course of the module, it will be demonstrated how theories of conflict have evolved, and how theory seeks to explain why conflicts start, the constraints and opportunities that actors face, the characteristics of conflict, and the changing dynamics of conflict.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. (2002). Handbook of International Relations. Thousand Oaks, CA: Sage.
* Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity.
* Thomas Schelling. (1960). The Strategy of Conflict. Cambridge, Mass: Harvard University Press.
* Gregg Barak. (2003). Violence and Nonviolence: Pathways to Understanding. Sage Publications.
* Azar, Edward E. (1990) The Management of Protracted Social Conflict: Theory and Cases. Bookfield, VT: Gower Pub. Co..
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Essay, 5000 words (100%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture/Seminar  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018