1. **Title of the module**

POLI9340 (PO934) - Conflict and Security

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. Explain and use key concepts in the theory and practice of international conflict and security
3. Develop and apply criteria for the evaluation of different forms of international management of conflicts and of security issues
4. Evaluate and explain success and failure of different international efforts for managing contemporary conflicts and deal with security issues
5. Draw on a variety of sources of information on international conflicts and security issues, including on-line resources
6. Appreciate the ethical and normative dilemmas in the management of international conflicts and security issues
7. Identify current political challenges to international peace and security
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. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
11. have a comprehensive understanding of methods and methodologies in their discipline
12. undertake analysis of complex, incomplete or contradictory areas of knowledge
13. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
14. be reflective and self-critical in their research work
15. engage in academic and professional communication orally and in writing
16. have independent learning ability required for continuing professional study
17. **A synopsis of the curriculum**

Security politics happens in between war and peace. Both are highly contested political concepts, as are 'conflict' and 'violence', that various theories try to decontest. The module explores the transformation of war in the contemporary era due to the disintegration of the state's monopoly on organised political violence. We will examine a diverse assortment of conflict constellations, including civil wars, counterinsurgencies and counterterrorist campaigns, along with information, cyber and hybrid warfare. What is the relationship between changes in military technology and the way particular wars are fought and justified, or conflicts managed and pacified? How to measure violence and conflict? Who has a responsibility to protect, and for whom are peace and security for? Ranging from the privatisation and commercialisation of organised political violence, globalisation and humanitarian wars, we examine the power and consequences of framing contemporary conflicts in particular ways. The module is divided in three main sections. First, we address the sources and causes of current conflicts in various hotspots across the globe. Second, we examine a variety of contemporary methods of conflict management and prevention. Third, we focus on the key question of ending conflicts and bringing peace, examining the premises and promises of democratic and liberal peace theories along with various transitional justice policies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Barkawi, Tarak (2006) Globalization and War. Rowman and Littlefield.
* Bridoux, Jeff and Milja Kurki (2014) Democracy Promotion: A Critical Introduction. Abingdon: Routledge.
* Campbell, Susanna, David Chandler and Meera Sabaratnam (2011) A Liberal Peace? The Problem and Practices of Peacebuilding. London: Zed Books.
* Cramer, Christopher (2006) Civil War Is Not a Stupid Thing: Accounting for Violence in Developing Countries. London: Hurst & Co.
* Duffield, Mark (2014) Global Governance and the New Wars: The Merging of Development and Security. London and New York: Zed Books. \*key text\*
* Lebow, Richard Ned (2010) Why Nations Fight: Past and Future Motives for War. Cambridge: CUP.
* MacGinty R. 2006. No War, No Peace, The Rejuvenation of Stalled Peace Processes and Peace Accords. Basingstoke: Palgrave Macmillan.
* Porch, Douglas (2013) Counterinsurgency: Exposing the Myths of the New Way of War. Cambridge: CUP.
* Richmond Oliver P. 2007. The Transformation of Peace. Basingstoke: Palgrave Macmillan.
* Strachan, Hew and Sibylle Scheipers (eds) (2011) The Changing Character of War. Oxford University Press.
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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture/Seminar | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **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