1. **Title of the module**

POLI8320 (PO832) - Conflict Resolution in World Politics

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 Analysis MA;

Peace and Conflict Studies (International Joint Award) MA.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. have a critical awareness of the main theories and currents of thinking in the field of conflict resolution and conflict analysis
3. demonstrate an advanced understanding of the complex nature of contemporary conflicts and of the range of domestic and international actors involved in them
4. critically assess the appropriateness, scope and limitations of a range of approaches to conflict resolution in contemporary conflicts at different phases in the conflict’s course
5. have an introduction to the skills involved in conflict resolution, including conflict analysis, active listening, mediation and negotiation
6. see a conflict from the point of view of different protagonists
7. appreciate the wider context of conflicts and be able to relate concepts of conflict analysis and conflict resolution to a wider understanding of world politics
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 this field
10. be aware of the ethical dimensions of the discourses and practices in conflict resolution 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 area 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 with others
16. have independent learning ability required for continuing professional study
17. **A synopsis of the curriculum**

The module aims to introduce current thinking and practice in the field on conflict resolution, conflict management and conflict transformation, including conflict prevention and peace-building. Can protracted violent conflicts be prevented, and how are they brought to an end? Is it possible to deal with the root causes of conflict? How do the wider conflicts in the international system impact on local and regional conflicts, and under what circumstances are conflicts transformed? We will explore these questions with reference to theories of conflict resolution, comparative studies and case studies. The module will focus mainly on international and intra-state conflict. There will be opportunities to discuss conflicts at other levels, such as the role of diasporas and the media in conflict and its transformation. You are encouraged to draw on your own personal knowledge of conflict situations.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Unger, B, Lundström, S. Planta, K. and Austin, B. (eds.) 2013, Peace Infrastructures: Assessing Concept and Practice. Online at http://www.berghof-handbook.net/
* Barash, D. & C. Webel Peace and Conflict Studies 3rd Ed. (Sage, 2013)
* Bercovitch J, V Kremenyuk and W.Zartman (eds.) The Sage Handbook of Conflict Resolution. London: Sage, 2009
* Cochrane, F. Ending Wars, Polity Press, 2008.
* Cordell K and Wolff S Ethnic Conflict. Cambridge: Polity, 2009.
* Kriesberg, Louis, Constructive Conflicts, 3rd Ed. Oxford: Rowman and Littlefield. 2007.
* Crocker, C. et al (ed.) Leashing the Dogs of War: Conflict Management in a Divided World. US Institute of Peace, 2007. (or earlier editions e.g. Turbulent Peace; Herding Cats: USIP.)
* Darby, J and R Mac Ginty (eds.) Contemporary peacemaking: conflict, violence and peace processes, Basingstoke: Palgrave, 2003.
* Deutsch, M. et al (eds) Handbook of Conflict Resolution: Theory and Practice. San Francisco: Jossey-Bass, 2006.
* Wallensteen, P. (2012) Understanding Conflict Resolution: War Peace and the Global System 3rd Sage.

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 1, 2000 words (30%)

Essay 2, 4000 words (70%)

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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 |  |  | **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**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| June 2014 |  | Sept 2014 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018