

International Peace and Conflict Studies

Section A: Headline Information	
Module title	International Peace and Conflict Studies
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher
Parent programme(s)	BA in Social, Political and Community Studies, BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours lecture per week
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group room.
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5					20 Online Discussion Board	81			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%			60%	100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module supports learners to develop an understanding of the concept and practice of conflict resolution primarily in an international context. The module offers a comprehensive analysis of the dynamics and characteristics of peace and conflict internationally and introduces a range of models which specify the mechanisms and process of conflict resolution in practice. The module also supports learners in the consideration of how analysis and resolution of conflict relates to community contexts.
Module Aims and Objectives	The module introduces learners to the study and analysis conflict and peace and the process of conflict resolution. The module aims to examine the nature of and characteristics of conflict and peace in the international context; incorporating theoretical analysis of the causes and dynamics of conflict, supported by reference to empirical examples. The module aims to provide an insight into competing frameworks of conflict analysis and the conflict resolution process using specific case studies. The module also focuses on the interplay between conflict analysis and the consideration of how this may apply in community settings.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Identify the key actors and processes that constitute and define relationships in the international system, including the establishment of international organisations, and their role in peace and conflict. (MIPLO 1, 3)

	<ol style="list-style-type: none"> 2. Explain and evaluate the root causes, development, escalation and resolution of conflict using relevant theoretical frameworks. (MIPO 1, 3, 6) 3. Differentiate between the stages and processes of conflict resolution including peace keeping/enforcement, peace-making and peace building. (MIPO 1, 3) 4. Critically analyse contemporary peace and conflict issues using theories from international academic research and case studies from the field. (MIPO 1, 6, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>This module introduces learners to the field of peace and conflict studies, developing knowledge and understanding of the complexity and dynamics of conflict and peace analysis. The module will illustrate this complexity with reference to theoretical frameworks of analysis and practical case study examples.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • <i>International Relations, Conflict and Diplomacy:</i> <p>Contemporary analysis of international relations post-Cold War; Rise of International organisations; Multilateralism; Post 1945: United Nations; Post 1990 - UN Reform.</p> <ul style="list-style-type: none"> • <i>Peace studies:</i> <p>Introduction to the academic discipline and characteristics of peace studies; the foundational ideas of peace; Galtung, Boulding and dominant approaches to peace.</p> <ul style="list-style-type: none"> • <i>Analysing Conflict:</i> <p>Concept of conflict, conflict dynamics, patterns and characteristics; conflict analysis frameworks: global, regional, state and elite roles / actors in conflict, needs-based conflict origins, rational, strategic calculations.</p> <ul style="list-style-type: none"> • <i>Conflict Resolution:</i> <p>Defining conflict resolution, stages of conflict resolution, roles and responsibilities; Conflict escalation and de-escalation, management and development; Reference to historical, protracted and current conflicts.</p> <ul style="list-style-type: none"> • <i>Peace keeping, Peace-making and Peace building:</i> <p>Peacekeeping: origins of contemporary peacekeeping, first – fourth generation peace-making; transnational peacekeeping organisations, international security; introductory reference to the process of peace-making and peacebuilding.</p> <ul style="list-style-type: none"> • <i>Gender, Peace and Conflict:</i> <p>Women, peace and security; gendered peace/conflict, biological essentialism; UN Security Council Resolutions (1325, 1820); gendering peace process and democratic transitions.</p> <ul style="list-style-type: none"> • <i>Case Studies:</i> <p>Northern Ireland Conflict and Peace Process; The Belfast Agreement; Community based peace building and grassroots participation. Middle East: Israel/ Palestine; Syrian conflict.</p>

Module Teaching and Learning Strategy	<p>The module teaching and learning strategy is based on the core objectives of introducing learners to the discipline of peace and conflict studies inclusive of historical and contemporary academic theoretical analysis and conceptual frameworks. The module is also focused on the development of learner capacity to engage in the formation of their own world-view and perspectives on the complexities of conflict dynamics and the relationship between peace and conflict and the wider social and community context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative and critically reflective learning approaches inclusive of the following methods:</p> <p>Lectures, peer learning achieved through face-to-face classroom discussion and interactive online group discussion board, group exercises, case studies, video.</p>
Work-Based Learning and Practice-Placement	<p>N/A.</p>
E-Learning	<p>Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.</p>
Specifications for Module Staffing Requirements	<p>One lecturer.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.</p>
Module Summative and Formative Assessment Strategy	<p>Emphasis on summative assessment is balanced with the attention to group discussion and peer learning in the classroom environment building formative knowledge.</p> <p>There are two assessment types: Final Examination (60%) and Discussion Board (40%).</p>
Sample Assessment Materials	<p><u>Examination (60%)</u></p> <p>Final written examination, 2 hours, 2 questions addressing module learning outcomes 1, 2 and 4.</p> <p>Sample Examination Questions:</p> <ol style="list-style-type: none"> 1. Johan Galtung (1969) developed an analytical model of conflict, violence and peace. Outline and evaluate the elements of this model in relation to analysing conflict and peace. 2. Identify and critically analyse the relationship between gender, conflict and peace. In your answer make reference to relevant contemporary issues. <p><u>Discussion Board Sample Assignment (40%):</u></p> <p>According to Vonderwell et al. (2007), there is an increasing move towards the use of technology enhanced learning as a pedagogical tool to connect learners and deepen their individual learning. An important consideration is that online tools provide learners with the space to learn collectively outside of the face-to-face classroom environment, referred to as asynchronous learning. ‘Asynchronous communication “enables groups that are separated in time and space to engage in the active production of shared knowledge”’ (Gunawardena, Lowe and Anderson, 1997:410 cited in Vonderwell et al. 2007:309).</p> <p>The purpose of this assignment is to facilitate and encourage online participation, sharing of knowledge, insight and ideas in relation to the module content, leading to increased opportunities for learner learning through participation and peer learning.</p>

	<p>Learning Outcomes</p> <p><i>The Discussion Board assesses the following module learning outcomes:</i></p> <ul style="list-style-type: none"> • Explain and evaluate the root causes, development, escalation and resolution of conflict using relevant theoretical frameworks. • Differentiate between the stages and processes of conflict resolution including peace keeping/enforcement, peace-making and peace building. • Critically analyse contemporary peace and conflict issues using theories from international academic research and case studies from the field. <p>Discussion Board Guidelines</p> <p>2 posts in total.</p> <p>Overall Word Count: 1000-1250 40 % of Overall Assessment</p> <p>Step 1: Learners will work individually. The discussion board posts will be created by each learner on the relevant topics outlined below.</p> <p>Over an eight-week period you will be asked to reflect on and respond to three Discussion Board questions. This will require posting your contribution to the topic on the Discussion Board on the Conflict Resolution module Moodle page on the specified deadline. Your contribution should engage with the topic in a clear and analytical manner. Your sources will be the readings referred to in your assignment brief, on Moodle and your own research. This assignment also requires that you read the answers posted by your classmates and respond to the posts before the next topic is approached (again the deadline is specified below). For each Discussion Board entry you are required to enter the appropriate Discussion Board Forum, read the posted question and respond with your contribution.</p> <p><i>Guidelines on how/what to write: There are different ways to approach posting to a discussion forum: consider the reading in relation to its theoretical context and contemporary society; write about an aspect of the course readings that you are not sure of /don't understand; or something that you might agree or disagree with; come up with a question or two about the reading and then attempt to answer your own questions; or respond to another learner's post, building upon it, disagreeing with it, or re-thinking it. Your approach will be strengthened through reflection, thoughtfulness and critical thinking. If you find useful articles, websites, video these can be added to the resource page for the discussion board.</i></p> <p>Sample Discussion Topics:</p> <ol style="list-style-type: none"> 1. What is your understanding of peace and conflict? Refer to the analytical frameworks discussed in the module. 2. Critically analyse the key elements of conflict resolution? Refer to the stages and processes involved. 3. Present your discussion and analysis of a contemporary conflict issue with reference to empirical examples.
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Jeong, H. W. (2008). <i>Understanding Conflict and Conflict Analysis</i>. London: Sage Publications.</p> <p>Ramsbotham, O., Woodhouse, T. and Miall, H. (2016). <i>Contemporary Conflict Resolution</i>. (4th edition). London: Polity Press.</p>

	<p>Wallensteen, P. (2018). <i>Understanding Conflict Resolution: War, Peace and the Global System</i>. (4th edition). London: Sage.</p> <p>Other Reading: Galtung, J. (2009). <i>Theories of conflict: Definitions, Dimensions, Negations, Formations</i> https://www.transcend.org/files/Galtung_Book_Theories_Of_Conflict_single.pdf Tonge, J. (2006) <i>Northern Ireland</i>. UK: Longman.</p> <p>Journals International Journal of Peace and Conflict Studies International Journal of Peace Studies Journal of Conflict Resolution</p> <p>Essential Viewing TED Talks on war and peace</p> <p>Relevant Websites: Armed Conflict Database, International Institute for Strategic Studies: https://acd.iiss.org/ Conflict resolution Network: www.crnhq.org UCDP/PRIO Armed Conflict Dataset: https://www.prio.org/Data/Armed-Conflict/-PRIO/ University of Ulster – Conflict Archive on the Internet: https://www.cain.ulst.ac.uk United Nations Women, Peace and Security: https://www.un.org/ruleoflaw/files/womenpeaceandsecurity.pdf</p>
Module Physical Resource Requirements	Lecture hall / seminar room equipped with internet, projector and speakers.