**MODULE SPECIFICATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Module** | | Law and Politics of International Conflict Management | | | | | |
| **Parent School/Dept** | | **Political Science and International Relations** | | | | | |
| **Programme(s) where module is offered** | | MA Diplomacy | | | | | |
| **Status** (core, option, free choice) | | Core | | **Pre-Requisite Modules or Qualifications** | | None | |
| **FHEQ Level** |  | **Unit Value** | 8 ECTS | **Module Code** | **PD508** | **Module coordinator** | Taida Sarkinovic |
| **Term taught** | | Autumn | | **Applicable From** | | 2013 | |
|  | | | | | | | |
| **Educational Aims of the Module** | | | | | | | |
| The course examines the legal, political and policy issues involved in international intervention in conflict since the end of the cold war. It explores legal doctrine, official policy and political practice with respect to conflict intervention, but it also covers conflict prevention and especially post-conflict recovery. Introductory sessions cover legal, conceptual and historic background, but move quickly into the intersection of law and politics. | | | | | | | |
|  | | | | | | | |
| **Module Outline/Syllabus** | | | | | | | |
| * Peace agreements & human rights * Prosecution & amnesty * International, hybrid, & national prosecutions * Truth-seeking * Civil Wars and Mediation * Civil Wars through Case Studies: Rwanda and Kosovo * Institutional reform & rule of law building * Reparations & memorialisation * Reconciliation in post-conflict societies * Gender aspects of transitional justice * Children and transitional justice * Justice sensitive security sector reform | | | | | | | |
|  | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Student Engagement Hours** | | | | | **Type** | **Number per Term** | **Duration** | **Total Time** | | Lectures | 64 | 90 minutes | 96 hours | | Tutorials | 32 | 90 minutes | 48 hours | |  |  |  |  | | Total Guided/Independent Learning Hours | | | **120** | | Total Contact Hours | | | **90** | | **Total Engagement Hours** | | | **200** | | | | | | | | |
| **Assessment Method Summary** | | | | | | | |
| **Type** | | **Number Required** | | **Duration / Length** | **Weighting** | **Timing/Submission Deadline** | |
| Final Exam | | 1 | | 3 hours | 50% | End of semester | |
| Mid-semester test | | 1 | | 2 hours | 20% | Week 8 | |
| Presentation | | 1 | | 1 hour | 15% | Week 5 | |
| Term paper | | 1 | | 10.000 wrd | 15% | Week 14 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Outcomes** | | | |
| **Intended Learning Outcomes:**  At the end of the Course, students should be able to:   1. Show comprehensive understanding of the legal, moral, social and political questions that arise in countries emerging from periods of conflict or repression 2. Demonstrate understanding of the main components of transitional justice; prosecutions, truth-seeking, institutional reform, reparations 3. Show practical understanding of selected transitional justice mechanisms, e.g. traditional justice in Rwanda, truth and reconciliation commission in South Africa, rule of law building in BiH. 4. Show critical understanding of the key policy debates and dilemmas in transitional justice, e.g. "peace v. justice", political constraints, design and sequencing of transitional justice mechanisms. | | → | **Teaching and Learning Strategy:**   1. Course readings and class discussion. (ILO: 1-4) 2. Individual and group presentations and discussions. (ILO: 1-4) 3. Classroom assignments and simulations. (ILO: 1-4) 4. Lecture/presentation by the instructor. (ILO: 1-4) 5. Tutorial classes on particular topics. (ILO: 1- 4) 6. Feedback on drafts of term paper (coursework) |
| → | **Assessment Strategy**   1. Course work –class participation, oral presentation and discussion (15%), research paper (15%) mid-term exam (20%) (ILO: 1-4) 2. Final Exam – 50% (ILO: 1-4) |
| **Practical Skills**   1. Knowledge of legal issues in diplomacy and IR 2. Drafting of legal texts 3. Interpretation of legal texts | | → | **Teaching and Learning Strategy:**   1. Practical with tutor-lead support   (PS: 1, 3)   1. Individual project assignment (PS: 2-3) 2. In-class exercises (PS: 1-3) |
| → | **Assessment Strategy**   1. Written Exam (PS: 1,3) 2. Individual Project (PS: 1,2) 3. Essay (PS: 3) |
| **Transferable Skills**   1. Understand and interpret in basic terms legal texts. 2. Interpret developments in international criminal justice from the viewpoint of law and international relations 3. Carry out public speaking, clarity of oral argument and presentation 4. Present effective written argument and presentation. 5. Engage with different viewpoints. | | → | **Teaching and Learning Strategy:**   1. Course readings and class discussion. (TS: 1-5) 2. Individual and group presentations and discussions. (TS: 1-5) 3. Classroom assignments and simulations. (TS: 1, 2, 4,5) 4. Lectures/presentations by the instructor. (TS: 1- 5) 5. Individual discussions/tutorials with students as needed and detailed feedback on their writings. (TS: 1- 5) |
| → | **Assessment Strategy**   * 1. Course work –class participation, oral presentation and discussion (10%), mid-term exam (40%) (TS: 1-5)   2. Final Exam – 50% (TS: 1-5) |
|  | | | |
| **Key Texts and/or other learning materials** | | | |
| Butler, M.J. (2009). International Conflict Management. Routledge. 1st edition.  **Additional readings**: Crocker, C., Hampson, O.F., Aall, P. (2007). Leashing the Dogs of War: Conflict Management in a Divided World. United States Institute of Peace.Guo, R. (2011). Territorial Disputes and Conflict Management: The Art of Avoiding War. Routledge.Mertus, J., Helsing, J. (2006). Human Rights and Conflict: Exploring the Links between Rights, Law and Peacebuilding. United States Institute of Peace.Sisk, T. (2010). International Mediation in Civil Wars, Routledge.Zartman, W. (2009). Negotiation and Conflict Management: Essays on Theory and Practice. Routledge.Journal articles:Brown, M.E. (2001). Ethnic and Internal Conflicts. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds. Turbulent Peace: The Challenges of Managing International Conflict. Washington: United States Institute of Peace.Greenberg, M. and McGuinness M. (2000). From Lisbon to Dayton: International Mediation and the Bosnia Crisis. Melanie C. Greenberg, John H. Barton, and Margaret E. McGuinness, eds. Words Over War. Lanham: Rowman & Littlefield PublishersHoffmann, S. (2001). The Debate About Intervention. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds. Turbulent Peace: The Challenges of Managing International Conflict. Washington: United States Institute of Peace. Luttwak, .E. N. (2001). The Curse of Inconclusive Intervention. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds. Turbulent Peace: The Challenges of Managing International Conflict. Washington: United States Institute of Peace. Putnam, T. L. (2002). Human Rights and Sustainable Peace. Stephen J. Stedman, Donald Rothchild, and Elizabeth M. Cousens, eds. Ending Civil Wars: The Implementation of Peace Agreements. Boulder: Lynne Rienner Publishers, Inc.Stedman, S. J. (2002). Introduction. Stephen J. Stedman, Donald Rothchild, and Elzabeth M. Cousens, eds. Ending Civil Wars: The Implementation of Peace Agreements. Boulder: Lynne Rienner Publishers | | | |
| **Please note:** This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency. | | | |
| **Date of Production** | 27 August 2013 | | |
| **Date approved by School Learning and Teaching Committee** |  | | |
| **Date approved by School Board of Study** |  | | |
| **Date approved by University Learning and Teaching Committee** |  | | |
| **Date of Annual Review** |  | | |