

# Module Study Guide

Academic Year 2022–2023

Academic Partner: Marbella International  
University Centre

CRICM – Conflict Resolution and International  
Crisis Management

Level 6

Credits: 20 UK Credits (10 ECTS)

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## Key team contact details

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# 1 Module overview

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## 1.1 Introduction

The module is designed to engage students in a critical assessment of the mechanism and available framework of international crisis management. More specifically, to engage students with the approaches to conflict resolution, peace keeping, peacemaking and peace building, while reflecting on the changes of causes and the nature of the current conflicts in the international system. In their application to new forms of conflict, the students will critically assess the limits and strengths of the traditional tools of conflict management.

## 1.2 Module summary content and aims

The module aims to engage the student to reflect and critically analyse traditional tools for conflict resolution and international crisis management. The module is divided in three parts: First the conceptional/theoretical part, then, causes and discussion of international crisis and conflict, resolution mechanism and lastly institutionalism, peace building and reconciliation.

The first part is a more conceptional/ theoretic part where terms such as conflict, crisis, conflict resolution and management are defined in a global context. Going from Conflict resolutions and framework models to the origins, foundation, and development of conflict resolution. Secondly, through different case studies, causes of international crisis and conflict, are looked at with the understanding of possible preventing violent conflict. Third, a focus will be given to the different international organisations involved in crisis management and peacekeeping. Furthermore, the peacebuilding and reconciliation will be key of this last part before the use of a simulation of a hypothetical conflict in an international system that will be done in class, so students can analyse the conflict, source and impact and even suggest possible solutions.

The topics covered in the module, amongst others, include:

- mechanisms of conflict resolution and crisis management
- changes of causes and nature of current conflicts in the international system
- the limits and strengths of traditional tools of conflict management in their application to new forms of conflict
- Analysing a hypothetical conflict in the international system, while encouraging students to work to find a solution by applying the knowledge acquired during the module

## Expectations

### Specific expectations students can have of tutors:

- Constructive formative feedback on draft for the assessment (not including written examination, oral assignment).
- Slides and learning materials made available on the learning platform.
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline.

## Specific expectations tutors will have of students:

- Attend all teaching and activity sessions, prepared with notes of previous classes and readings
- Behave professionally in classes and avoid disruption to class and other students.
- Inform module leader via email and fill out the absence notification/justification form online beforehand when not able to attend any classes.
- Participate and communicate professionally in class and with module leader.
- Attempt all assessments by submission deadline and communicate with the module leader if there are any extenuating circumstances to explore extensions requests and/or mitigation claims.

## 1.3 Learning outcomes to be assessed

At the end of the module, you will be able to:

**LO1.** Critically analyse the limits and strengths of conflict resolution and crisis management tools, mechanisms and processes

**LO2.** Assess the effectiveness of these mechanisms in light of the changing causes and nature of current conflicts and crises in the international system.

**LO3.** Interpret tools and apply them during a hypothetical simulated conflict situation

**LO4.** Work in groups to design and investigate a solution for a hypothetical conflict in a simulated class exercise.

## 1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 hours

## 2 Assessment and feedback

### 2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback
A1: Conflict resolution Research Report	2000 words (+/- 10%)	50%	40	Week 12 (Monday 8 <sup>th</sup> of May, 23h59)	Via MIUC LMS (NEO) & 15 working days after the assessment
A2: Simulation Debrief Report	1500 words (+/- 10%)	50%	40	Week 14 (Thursday 25 <sup>th</sup> of May, 23h59)	Via MIUC LMS (NEO) & 15 working days after the assessment

### Assessment Support

Assessment (insert below type of assessment as per the table above)	Teaching Weeks in which Assessment Support Takes Place (enter each week no. in a new row)	Outline of Type and Form of Assessment Support to be Provided	Student Preparation Required Prior to or After the Support Session	How will the Support Session be Delivered
A1: Draft submission	Week 9	Feedback of the draft	Before: do research and write up draft, bring the draft to class and submit to NEO on 20 <sup>th</sup> of April	In Class, Q&A session and comments to students given by teacher within 15 days
A2: draft on simulation report	Week 13	Feedback of the draft	Before: do research and write up draft, bring the draft to class on 18 <sup>th</sup> of May	In-class feedback and - Q&A, Session

## 2.2 Assessment brief – Assessments and learning outcomes

### 2.2.1 Assessment 1: Conflict Resolution Research Report

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Students are required to submit a Conflict Resolution Research Report towards the end of the module of approximately 2,000 words (+/-10%) excluding notes and bibliography. The Conflict Resolution Research Report can address one of the case studies examined during the module's sessions or any other chosen by the student and agreed on by the module leader.

The Conflict Resolution Research Report has to be a comprehensive analysis of a case study where the student engages in an evaluation of the applicability of conflict resolution mechanisms covered throughout the module through assessing their strengths and weaknesses in solving the selected conflict.

For a detailed description, please read the assessment guidelines

The Conflict Resolution Research Report should be submitted through the module's NEOpage. The date of submission of the Conflict Resolution Research Report is on Monday the 8th of May 2018, at 23h59 (week 12).

#### **Assessment criteria for Assessment 1 (LO1 and LO2 will be assessed):**

The Conflict Resolution Research Report will be assessed using the following marking criteria:

**Knowledge and Understanding (30%)** The student has a knowledge and understanding of the material and displays a complex and specialized area of knowledge, with critical awareness of current problems and insights at the forefront of the study of conflict resolution and international crisis management. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the topic in the chosen case study.

**Cognitive Skills (30%)** The student shows an ability to evaluate methodologies critically and to propose new hypotheses. The student is able to deal with a range of complex issues, making judgements through the application of the learnt theories.

**Practical and Professional Skills (20%)** The student should be able to employ advanced skills to conduct research, displaying an exceptional grasp of techniques applicable to own research and advanced scholarship. The student shows a level of originality in the application of knowledge and understanding of how established techniques of enquiry create and interpret knowledge in the discipline. Moreover, the references reflect adequate reading and research from reliable academic sources.

**Transferrable and Key Skills (20%)** The Conflict Resolution Research Report presents a good academic writing style. Ideas are communicated in written form at a very high level to specialist and non-specialist audiences. The structure of the paper is respected and the use of titles, subtitles and paragraphing helps the reader. The student is able to consistently reference in accordance to Harvard style, including in-text referencing and full list of references.



## 2.2.2 Assessment 2: Simulation Debrief Report

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The Integrative simulation is a multi-session scenario based on existing conflicts, reflecting the perspectives of authentic parties. The simulation is a guided processes to ensure that participants remain true to their role and the scenario evolves realistically. The Simulation will be structured into three different phases:

1. Preparation phase: including role allocation, reading role packets, preparation within groups, researching the case, designing the process (formative)
2. Running the simulation: including plenary and side room meetings, drafting documents, inputs from instructor (formative)
3. Debriefing simulations: verbal and written debriefing, collective and individual work on lessons learned as related to the actual conflict, general conflict dynamics, negotiation and mediation skills, and personal strengths and weaknesses.

The Simulation will be assessed through a 1,500 words (+/-10%) simulation debrief. The purpose of the debrief is to learn more about the deep context of the conflict, the views of other parties, and to reflect critically on their perspectives or approaches to the conflict. For the debrief, The student will have to look closely at any outcome documents devised by participants and evaluate whether they are convincing or would be considered politically viable, pointing out in detail which words or concepts might have been accepted or rejected by the real parties and why. The debrief is also an opportunity for students to ask deeper questions about the dynamics of conflict which include questions about patterns of conflict, relationships and human behaviour beyond the particular case being studied. For a detailed description, please read the assessment guidelines

**Assessment criteria for Assessment 2 (LO1, LO2, LO3 and LO4 will be assessed):** The Simulation debrief Report will be assessed using the following marking criteria:

- o **Knowledge and Understanding (30%)** The student has the knowledge and understanding of the material and displays relevant knowledge, with critical awareness of current problems and new insights at the forefront of the study of conflict resolution and international crisis management.
- o **Cognitive Skills (20%)** The student shows an outstanding ability to evaluate the situation and apply the theories and tactics learned into a new setting. The student is able to deal with a range of complex issues, making good judgements. The self-reflection and conclusion of the debrief shows absorption and application of learnings.
- o **Practical and Professional Skills (30%)** The student has developed a competence in practical skills of conflict resolution and developed an understanding of the professional context and expectation through the Simulation. The student demonstrates practical and professional understanding about the realities of the conflict on the ground and an ability to see conflict in the context of local and regional developments, thereby bringing into play a new level of complexity. Moreover, the student demonstrates in depth and breadth of coverage, regarding negotiation and mediation.
- o **Transferrable and Key Skills (20%)** The Simulation debrief report presents minimal grammatical errors and uses a good academic writing style. Ideas are communicated in written form at a very high level to specialist and non-specialist audiences. The structure of the paper is respected, and the use of titles, subtitles and paragraphing helps the reader. The student is able to consistently reference in accordance to Harvard style, including in-text referencing and full list of references. Moreover, the references reflect adequate reading and research from reliable academic sources.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC LMS student guideline.

## **Formative assessments**

In order to get prepared for **A1** (the final submission), the student will learn to apply and understand these concepts by examples used in class and by doing several exercises during the sessions. Additionally, you can submit via Neo your Conflict Resolution Research Report draft. The students will be able to submit a detailed outline of the Conflict Resolution Research Report by Thursday 20th April 2018, at 23h59 (week 9). The detailed outline should follow the structure established for this assignment in the Assessment details above.

For **A2**, the simulation debrief, the **Participation in the in-class conflict resolution simulation is crucial** to gain the knowledge and personal experience to write the debrief.

As a formative element of the module, students will have to participate in the preparation phase of the simulation and in the running of the simulation itself.

As mentioned above in the Assessment details, these phases will help students carry out the summative assessment of the Simulation. The preparation phase and the running of the simulation will take place in several sessions throughout weeks 12 of the semester.

Week 13 : Draft can be brought to class and 18<sup>th</sup> of May 2023 for verbal feedback by module leader

## **Employability Skills**

These assessments covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:

- Communication
  - Writing
  - Presentation skills
- Take initiative and self-motivating
- Planning and organisation skills
- Research skills
- Cultural awareness and diversity
- Ethical and sustainable solutions for international relations and conflict
- Creativity/lateral thinking
- Critical thinking and argumentation

## 2.3 Learning materials

The reading list for this module is available on the module page of MIUC learning platform.

### 2.3.1 Core textbook(s)

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Collins, A. (2016) *Contemporary security studies*. 4th Ed. Oxford, UK: Oxford University Press.

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press.

### 2.3.2 Recommended reading:

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Barash, D.P. (2018) *Approaches to peace: a reader in peace studies* 4<sup>th</sup> Ed. New York, NY: Oxford University Press.

Fierke, K.M. (2015) *Critical approaches to international security*. 2<sup>nd</sup> Ed. Cambridge, UK: Polity Press.

Baylis, J., Wirtz, J. and Johnson, J. (2022) *Strategy in the contemporary world*. 7th Ed. Oxford, UK: University Press.

Williams, P.D. (2018) *Security studies: an introduction*. 3rd Ed. London, UK: Routledge.

Other recommended readings will be uploaded into the Neo platform

Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find any of the readings.

**Remember to log into MIUC LMS (NEO LMS) daily to receive all the latest news and support available at your module sites!**

All students are automatically members of the MIUC Library and can use the services provided by the library and have free access to its collection.

The collection is composed of specialised resources in the following subjects: International Business, International Relations, Journalism & Mass Media, Marketing & Advertising, Psychology, and Sport Management. Users can find reference books, monographs, journals, electronic resources (e-books, CDs, DVDs, and Blu-ray) and databases.

The largest numbers of items for each discipline are monographs and reference works, which are approximately 1600 volumes. Moreover, the audio-visual collection is approximately 400 volumes.

At the same time, our electronic library offers a collection of digital resources to the MIUC community. The collection can be categorised into 4 areas:

- Databases: provide full-text, secondary information or bibliographical references of articles, books, reports, and other publications.
- Electronic Journals: journal subscribed by the MIUC.
- Electronic Books, Dictionaries and Encyclopaedias: full-text books and book collections.
- LibGuides ([MIUC learning platform](#) → [Library](#) → [LibGuides](#)): electrical resources organised by fields of knowledge which are available to help you find relevant information for assignments

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

## 3 Things you need to know

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### 3.1 Our Expectations

You are expected to behave in accordance with the MIUC Student Code of Conduct and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate.

Whether you are engaging with teaching and learning activities onsite or online, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out and have a solid reason for your absence to be justified, please fill out absence notification form.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, please fill out extenuating circumstances request. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that we are here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 3.2 Getting Support

#### 3.2.1 Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

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Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline, or there was something you didn't understand or want to know more about.

Your Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

#### 3.2.2 Student Support

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Students at MIUC will receive the following support:

- MIUC provides every student coaching services for personal and professional development to unlock their potential and maximise their performance. Students will attend the individual sessions scheduled with Life Coach at the beginning of each semester.
- Personalised learning supported through the provision of materials, resources, and recorded lessons direct to students via VLE on the web.

- Workshops on academic skills offered throughout the semester. Besides regular workshops, students can also seek individual academic support (including research skills, ICT literacy) by making appointments with the workshop tutor.
- Through the personal tutorial system – the primary role of the personal tutor is to support students' personal development planning together with the life coach. Tutors and life coach are always reachable in person and via email.
- Through the curriculum – all course team members are personal tutors and support the personal development process with their tutees.
- Through counselling service – MIUC offers counselling services to all students. Depending on an initial psychological evaluation, the university counsellor will develop the most effective treatment plan to adequately address any concerns at hand.
- Through internship support - internships can take place domestically or internationally. Students will learn to work individually, as well as in a team. They also will be exposed to a dynamic global environment that will help them learn to manage challenge and uncertainty in real world.
- Through extracurricular activities - Student Life Department offers students a wide variety of thrilling trips and extracurricular activities providing great opportunities for networking.

### 3.2.3 Meeting Deadlines

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You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.

We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.

Where exceptional circumstances mean you'll be submitting your coursework late, you can request an extension before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.

If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can request mitigation for the assessment. Mitigation means that you can submit work at the next available attempt instead.

If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.

To apply for an Extension or Mitigation, please use the following links:

- Extension <https://forms.gle/RZyp1aBJWKwwU6wWA>
- Mitigation <https://forms.gle/iX8FEqUysGRqLHP36>

## **3.3 Making an Impact**

### **3.3.1 When there's an issue**

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If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.

We aim to ensure that any issues are resolved as quickly as possible to have minimum impact on your studies.

### **3.3.2 Module Evaluation Surveys**

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Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.

## 4 Appendix: Weekly Content

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### Week 1: Module Organization and Introduction

This session will introduce you to the module organization, structure and assignments. You will understand the time commitments you will need to make and the skills you will develop through the duration of the module. There will also be an overview of the international relations theories as a whole.

#### Part I: Concepts and theories of Conflict and security

### Week 2 – Conflict and Security : Definitions and History

Concepts and Theories of Conflict and Security: What is conflict? What is insecurity? How have both changed over history? What factors in the domestic and international system explain these developments?.

#### References

Baldwin (1997): "The Concept of Security", *Review of International Studies* 23(1), pp 5-26.

<https://doi.org/10.1017/S0260210597000053>

Collins, A. (2016) *Contemporary security studies*. 4th Ed. Oxford, UK: Oxford University Press. (Chapter 1)

### Week 3 - Conflict Studies: Classical and Peace Studies

The historical evolution of conflict resolution theories, Theories of Conflict and War; Classical and new Peace Studies

#### References:

Collins, A. (2016) *Contemporary security studies*. 4th Ed. Oxford, UK: Oxford University Press. (Chapter 5)

Galtung, J. (1969) "Violence, Peace, and Peace Research", *Journal of Peace Research*, Vol. 6, No. 3 (1969), pp. 167-191.

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press. (Chapter 2)

### Week 4 – Conflict Studies: Security Studies and Securitization

The idea of 'securitization'. What did traditionalists miss about security? What is revealed if we think about security as socially constructed? As a process of 'securitization'? Is security socially constructed? If so, to what extent has the concept of security become so broad that the field has lost sight of the fundamental issue of the causes of war and the conditions of peace?

#### References

Baldwin (1996): "Security Studies and the End of the Cold War", *World Politics* 48(1). Pp. 117- 141.

Balzacq, T. (2011) *Securitization theory: how security problems emerge and dissolve*. Milton Park, Abingdon: Routledge (chapter: Securitization Theory: How Security Problems Emerge and Dissolve).

Collins, A. (2016) *Contemporary security studies*. 4th Ed. Oxford, UK: Oxford University Press. London: Routledge. (Chapter 7+8)

Walt (1991): "The Renaissance of Security Studies", *International Studies Quarterly* 35(2) pp. 211-239. <https://doi.org/10.2307/2600471>



## Part II. Causes and discussion of international crisis and conflict

### **Week 5 – Warfare: Classical and Modern Views**

How and why is the nature of war changing? To what extent are today's wars 'new wars'? Why? What is the point of peace operations? Is there a responsibility to protect? Traditional ideas about war: inevitability of War, Just war theory.

#### References

Collins, A. (2016) *Contemporary security studies*. 4th Ed. Oxford, UK: Oxford University Press. London: Routledge. (Chapter 4)

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press. (Chapter 4)

### **Week 6 - Preventing violent conflict**

Causes and prevention of wars, International organisations, the role of media in conflict prevention.

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press. (Chapter 5 + 17)

Saleem, N. and Hanan, M.A., (2014) Media and conflict resolution: Toward building a relationship model. *Journal of Political Studies*, 21(1). Pp. 179-198

### **Week 7 and 8 - Towards a cosmopolitan conflict resolution**

Conflict resolution and international law, Testing conflict resolution : responding to terrorism, environmental conflict resolution, Gender and conflict resolution  
Culture and conflict resolution

Barash, D.P. (2018) *Approaches to peace: a reader in peace studies* 4<sup>th</sup> Ed. New York, NY: Oxford University Press. (Chapter 3)

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press. (Chapter 11+12+13+14+15))

## Part III. Institutions And peace studies

### **Week 9 – Institutionalism: United Nations and European Union, OSCE and NATO**

UN Security Council, UNHCR; European Security Strategy, Treaty of Lisbon, European Defence Agency, European Union Institute for Security Studies, Berlin Agreements, European Neighbourhood Policies. OSCE Conflict resolution, North

#### References

Wallensteen, P. (2015) *Understanding conflict resolution*. 4<sup>th</sup> ed.. Los Angeles: SAGE. (Chapter 9)

Aybet, G. and Moore, R. R. (2010) '*NATO in Search of a Vision*'. Georgetown University Press

## **Week 10 – The art of negotiation**

Studies on negotiation divided negotiations in 3 different stage, prenegotiation, formula and details. The negotiation dynamics aswell as the negotiation process and activities will be discussed and analysed.

### References

Berridge, G. (2010) *Diplomacy: theory and practice*. 4th ed. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan. (Chapter 2+3+4)

Jeong, H.-W. (2016) *International negotiation: process and strategies*. Cambridge, UK: Cambridge University Press. (chapter 6+7)

## **Week 11 – Simulation conflict handout and discussion**

Simulation and work on Assignment A2

## **Week 12 – The role of Mediation**

The presence of mediation in long term international conflicts is known, the chapter will investigate the nature, role and functions of mediations, amongst others

Berridge, G. (2010) *Diplomacy: theory and practice*. 4th ed. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan. (Chapter 15)

Jeong, H.-W. (2016) *International negotiation: process and strategies*. Cambridge, UK: Cambridge University Press. (chapter 10)

## **Week 13 – Ngo, INGO, awareness campaigns and lobbying**

Based on several articles and book chapters, the influence of NGO's INGO's in conflicts will be discussed

Hakena, H.; Ninnis, P. and Jenkins, B. (2006) *NGOs and Post-Conflict Recovery: The Leitana Nehan Women's Development Agency, Bougainvill.*' ANU, Epress

Venturi, B. (2011) 'Civil society organizations and conflict resolution: Moldova-Transnistria'. *International Journal on World Peace*, pp.7-34. <https://www.jstor.org/stable/23266599>

Wohlgemuth, L. (2005) 'NGOs and Conflict Prevention in Burundi: A Case Study', *Africa Development: A Quarterly Journal of CODESRIA*, 30(1-2), pp. 183- 209. <https://www.jstor.org/stable/24484608>

## **Week 14 – Overview and Future Trends**

Looking at future drivers of conflicts and conflict resolution

Debate and readings on nuclear weapons and cyberconflicts, amongst others

### References

Baylis, J., Wirtz, J. and Johnson, J. (2022) *Strategy in the contemporary world*. 7th Ed. Oxford, UK: University Press. (Chapter 12+16)

Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. 4th Ed. Cambridge, UK: Polity Press. (Chapter 20)