University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Conflict, Cooperation and Transformation				
Module Code	UZSRUJ-30-M	Level	M	Version	1
Owning Faculty	Faculty of Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	Programmes within the Integrated Professional Development Framework				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZSN5K-30-M UZSN5R-30-M		Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	July 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an understanding of the dynamics of community building and the role of conflict, including the significance of individual communication and conflict styles 2. Critically reflect on their own relationship with conflict, including the impact of culturally informed responses 3. Critically appraise the scope and variety of conflict transformation approaches and their contributions and limitations in community building 4. Discuss and critically evaluate the experiences of overseas practice and theory, including international peace-building initiatives 5. Evaluate the significance of individual, cultural and social contexts in community building initiatives 6. Critically reflect on the range of methods used to analyse and address community conflicts nationally and internationally. 7. Apply relevant concepts and theories to practice 8. Critically reflect on the application of theoretical frameworks and strategies in the development of positive communities through the lens of international peace building/conflict transformation work
Syllabus Outline	**Understanding the dynamics of community and group relationships** - Theories of conflict - dynamics of conflict, conflict drivers - Inter-personal communication, response and strategy, personal conflict styles - Internal and external barriers to cohesive communities, for example, language,

communication and community, narratives and the impact of discourse

- 'Out of sight' psycho-social aspects to community building, including culture, group identity, emotions and power

- Community mapping and analysis techniques

International theory and practice useful at a local level

- Background and development of international work leading to social transformation

- 21st century approaches to conflict, including conflict transformation

- Related communication, management and international development models in local community building

Applying learning to UK communities

- Use of real life examples to apply theoretical and practical models

- Using peer support groups to build and develop locally appropriate action plans

- Exploring issues of mobilisation and support for grassroots initiatives

Personal Development Planning

- Models of reflection and reflexive practice

- Individual learning Logs and Personal Development Plans

Contact Hours	Students will have the following contact time with staff: 40 taught hours 4 hours group tutorials 4 hours individual tutorials
Teaching and Learning Methods	This module will be delivered in the form of two three-day workshops. This highly interactive course will be taught using a variety of methods, including experiential exercises, group discussions, lectures and project work. Students will be encouraged to use their experience and insight on the course, and peer learning will be encouraged through small group work, student presentations and projects. A course journal will encourage personal reflection on the material presented and its relevance to the work of students beyond the course. For assessment, students will be required to produce a learning portfolio, comprising evidence of reflexive learning (such as a journal), and an inquiry project. Between each block, students will meet for a tutorial to discuss their learning portfolios.
Reading Strategy and Indicative Reading List	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative reading list

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide:

Augsburger, D W (1992). Conflict Mediation across Cultures, Westminster/John Knox Press

Burns, D. (2007), *Systemic Action Research: A Strategy for Whole System Change*. Bristol: Policy Press.

*Deutsch, M., Coleman, P. T., & Marcus, E. (Eds.) (2006), *The Handbook of Conflict Resolution: Theory and Practice, 2nd Edition*. San Francisco: Jossey-Bass.

*Fairclough, N.(2001), *Language and Power*, London: Longman.

Gilchrist, A. (2009) *The Well Connected Community,* Bristol: Policy Press

LeBaron M (2003), Bridging Troubled Waters: Conflict Resolution from the Heart, Wiley Inc

Lederach, J P (1995). Preparing for Peace: Conflict Transformation Across Cultures, New York: Syracuse University Press

Lederach, J P (2003). The Little Book of Conflict Transformation, Good Books

Lederach JP. (2004), *The Moral Imagination - The Art and Soul of Building Peace*. Oxford University Press

Ledwith, M. & Springett, J. (2010) *Participatory Practice: Community Based Action for Transformative Change,* Bristol: Policy Press

Lynch J and McGoldrick A, (2005), *Peace Journalism.* Gloucestershire: Hawthorn Press.

Marková, I. & Gillespie, A. (2011),Trust and Conflict: Representation, Culture and Dialogue, Routledge

Oliver, B. & Pitt, R. (2013) *Engaging with Communities and Service Users, Context, Themes and Methods,* Basingstoke: Palgrave MacMillan

Ramsbotham, O, Woodhouse T. & Miall, H, (2011) Contemporary Conflict Resolution – 3rd ed, Blackwells

Shotter, J More than Cool Reason: 'Withness-thinking' or 'systemic thinking' and 'thinking *about* systems', *International Journal of Collaborative Practices 3(1), 2012: 1-13,*

Somerville, P. (2011) *Understanding Community,* Bristol:Policy Press

Wallensteen, P. (2006), Understanding Conflict Resolution, London: Sage

Winslade J & Monk (2001). Narrative Mediation, A New Approach to Conflict Resolution, San Francisco: Jossey-Bass

Part 3: Assessment

Assessment Strategy	This course is highly interactive and draws on participants own experiences to develop a theoretical and reflexive analysis of 'real world' examples. Students will be required to maintain a reflexive learning journal throughout the module that includes reflection on theory, experience and practice. Relevant extracts from this journal will be submitted as part of the assessment for the module.
	Students will also be required to carry out an inquiry project that includes reflection on a current example of practice. An analysis of this will be presented for assessment in the portfolio.

	In this way the learning and reflection that is engaged in throughout the module is directly incorporated into the assessment strategy for the module.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Reflective Journal	30%
Inquiry project	70%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Reflective Journal	30%
Inquiry project	70%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	