

Victoria University of Wellington



## MASTER OF STRATEGIC STUDIES PROGRAMME

**STRA 507**

### CONFLICT RESOLUTION AND PEACEKEEPING

(First Trimester Course – 15 points)

#### 2005 COURSE OUTLINE

**Co-ordinator:**

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#### Course Dates, Times and Location

This is an intensive course. It runs from Tuesday 26 to Friday 29 April 2005 (inclusive).

Classes will start at 9.00am and finish at 5.00pm each day.

Sessions will run from 9.00am to 11.00am, 11.30am to 1.00pm, 2.00pm to 3.30pm and 4.00pm to 5.00pm each day.

Morning tea will be from 11.00am to 11.30am, lunch (not provided) will be from 1.00pm to 2.00pm, and afternoon tea will be from 3.30pm to 4.00pm each day.

The course will be run on the Pipitea Campus. Students will be advised of the location prior to the course.

## **Course overview and objectives**

This course will survey core concepts in the field of conflict resolution with particular consideration, both theoretically and practically, to the strategy of peacekeeping in contemporary international conflicts. In studying peacekeeping, particular attention will be given to the dual goal of containing violence on the one hand and furthering peacebuilding efforts on the other.

You should leave the block lectures with three main perspectives thoroughly aired:

- all aspects of disputes are inter-linked
- the small is in the large i.e. personal <-> group <-> international
- understanding 'closure'/forgiveness/finality is critical

At the end of the course, candidates should:

- understand the core concepts and theories of conflict resolution across a wide range of scenarios and demonstrate understanding of the background and issues in the specific peacekeeping operations case studies;
- demonstrate good skills of writing and analysis on agreed subject areas, including the ability to summarise and comment on key aspects of the reference material.

## **Readings**

A comprehensive set of reading material is supplied. These may be supplemented by internet and library materials. A list of resources is also provided for further reading and research.

## **Course structure**

These lectures will comment on the materials and discuss the wide range of subjects covered in those readings. It will be particularly useful if candidates have at least a working familiarity with the readings – and explore other readings around them if they wish to get further into any particular issue.

## Assessment

Compulsory attendance at lectures

1. Review Essay (20%)      Due: 9.00am Tuesday 26<sup>th</sup> April 2005 at the first lecture

Candidates should read the materials and prepare a review of a particular theory of conflict resolution that particularly interests you and illustrate the theory with a practical example.

The goal of this first essay is to show understanding of the materials reviewed, with some insight into how the reading relates to examples. Thus the paper should broadly review and comment on the chosen conflict resolution concept or theory, provide some views on how the writing advances thinking about conflict resolution and how useful it was in the example chosen. The paper should be less than 1,500 words, including footnotes and references. If in doubt, please contact Andrew for discussion.

2. Research Essay (80%)      Due: 30<sup>th</sup> June 2005

Candidates should research and write on a topic agreed as soon as possible with Andrew. The essay should display understanding of the theory and practice of a particular dispute or conflict, be well-located in the literature, and demonstrate an appropriate level of reading, writing and analysis (see the assessment descriptions below). The essay will be between 4,000 and 5,000 words.

To assist students, the following is a broad description of the grading system used in this course:

- A range:** displaying very good levels of technical scholarship (writing, research, accurate referencing and analysis), originality (i.e. interesting thoughts and ideas advanced which are the candidate's, well-argued and positioned relative to the literature and issues) and coverage of the chosen topic in a "coherently integrated" paper (meaning it has clear - but not obsessive - linkages between title, objectives, coverage and conclusion).
- B range:** displaying good levels of technical scholarship. Solid understanding of the chosen topic and materials, but with a number of the higher range measures not sufficiently met.
- C range:** adequate technical scholarship (eg no major defects or gaps in expression, research, etc); reasonable understanding of materials; not much fresh thinking brought to the paper or area.
- D and below:** insufficient attention to technical scholarship (eg poor expression, many spelling mistakes, poor referencing to literature, major gaps in what was read); poor understanding of materials or issues; no real attempt made to produce an "integrated" paper.

*From these broad descriptions, it should be clear that the course expects and rewards good expression, as well as good understanding of the issues.*

## **Deadlines**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post. Electronic versions of reports may be e-mailed to your course coordinator but should be followed by hard copy.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **General University policies and statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## **Student and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the VUW website at: [www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct).

## Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy, which is published on the VUW website: [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances).

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students and staff, information from the Internet, software programs and other electronic material, designs and ideas. It also includes the organisation or structuring of any such materials.

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- suspension from class or university,
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism, and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, Telephone: (04) 463 - 6070, Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz).

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

## Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<u>Staff</u>	<u>Location</u>
FHSS	Ann McDonald	Student Support Coordinator, 2 Wai - te - ata Road
Law	Kirstin Harvey	Old Government Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk Building, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Anne Cronin	10 Kelburn Parade, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at: [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) Email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, Telephone: (04) 463 - 6983 or (04) 463 - 6984, Email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

### **FINAL NOTE FROM COURSE COORDINATOR**

Please contact me if I can assist further – in particular, since our opportunities for direct interaction are focused on the week of lectures, please use phone and mail of some form to discuss issues, raise questions, and generally to stay in touch. As soon as possible, I will send out email messages and contacts to you all and start a process of networking so you each know who the others are, and so on. Please help by getting this going as requested.

Andrew Ladley