

Master's Module International Peacebuilding and Conflict Transition

Table of content

1 General Provisions.....	2
(1) Subject of the university-wide Master's module.....	2
(2) Qualification profile and competences acquired.....	2
(3) Target group and requirements.....	3
(4) Number of participants and ranking criteria	3
(5) Maximum duration.....	3
2 Structure and outline of the Master's module.....	3
(1) Duration and structure	3
(2) Submodules and exams	3
(3) Registration requirements for attending courses.....	4
(4) Number of possible participants in courses.....	4
3 Teaching and learning forms	4
(1) Language	4
Appendix I: Description of submodules	5

1 General information

(1) Subject of the university-wide Master's module

The Master's module International Peacebuilding and Conflict Transition provides legal, political, social science, and practical expertise on peacebuilding in (post-)conflict or post-war areas.

Peacebuilding seeks to create sustainable foundations for peace and development in order to prevent the outbreak or re-emergence of armed violence. Since the end of the Cold War, this has been done within the framework of the international community of states. In the course of processes such as transnationalization and globalization, the international community is confronted with increasingly complex conflict constellations. This concerns, for example, the growing influence of non-state actors or the increasing challenge to nation-state sovereignty. As a result, relevant actors are often more difficult to identify, conflicts seem to be more erratic, and agreements more volatile. At the same time, the critical self-awareness of international peacebuilders in their role in (post-)conflict contexts is increasing. Accordingly, there is a great need for professionals who understand the challenges of international peacebuilding in its specific context.

On this basis, this Master's module conveys competencies on context-guided processes, strategies and measures in (post-)conflict areas to prevent the outbreak or re-emergence of armed conflict in the long term. This concerns issues of armed and unarmed intervention, external interference into matters of state and society by the international community or civil society, but also peace processes in the broadest sense.

(2) Qualification profile and competences acquired

Students acquire basic competences in international peacebuilding in (post-)conflict areas. On the one hand, this means that they learn about the theoretical foundations of the framework of international law, the social dynamics of conflict and violence and the possibilities of – in the broadest sense – dealing politically with various forms of related processes and phenomena. On the other hand, expertise on the practical implementation and application of scientific theories and paradigms in (post-)conflict areas will be acquired. Not least against the background of postcolonialism and eurocentrism, this is oriented less towards universalistic ideals and values and more towards context-guided approaches.

Upon completion of the Master's module International Peacebuilding and Conflict Transition, graduates will be able to:

- describe conflicts in their complexity and analyze them in their social and international contexts;
- locate and name different forms of physical and non-physical violence;
- distinguish between various strategies of peacebuilding;
- outline peacebuilding and conflict transition strategies for application in a specific context;
- analyze human factors such as gender, group identity, (post-)colonial influences, religion or capital as well as non-human influences such as weather, climate change, natural resources or other phenomena related to flora and fauna in their relevance for conflict as well as in their relevance for peacebuilding and conflict transition;
- reflect most recent armed conflicts and ways of dealing with them from a scientifically sound perspective;
- demonstrate job competency when applying for work at international organizations and (I)NGOs in the field of peacebuilding.

(3) Target group and requirements

Generally, enrolment for the university-wide Master's module is open to students of all diploma and master programs of the University of Graz.

(4) Number of participants and ranking criteria

1. The university-wide Master's module International Peacebuilding and Conflict Transition will only take place if there are at least 10 registrations.
2. The maximum number of participants is determined according to pedagogical-didactical and economic considerations for each new round of the Master's module.
3. Admission to the university-wide Master's module shall be on a first come, first served basis. Students of diploma and master studies, in whose curricula the Master Modules are included, will be given priority. For the case that the Master's module is offered in several parallel groups, the participants will be assigned to the respective group before the start of the run.

(5) Maximum Duration

Students completing the Master's module must complete it within two semesters from the beginning of the passage in which they have been accepted. In cases worthy of consideration, this deadline may be extended by one semester.

2 Structure and outline of the Master's module

(1) Duration and structure

The university-wide Master's module with a workload of 24 ECTS credits has an intended duration of study of two semesters and is structured in modules:

Submodules	ECTS
A: Introduction	6
B: Specialization	13
C: Practice	5
Total	24

(2) Submodules and exams

The submodules and examinations are listed below with their designation, the course type (class type), the ECTS credits (ECTS) and the contact hours (KStd.) for face-to-face teaching and virtual teaching. The descriptions of the submodules can be found in Appendix I.

	Submodules and exams	Class type	ECTS	KStd.
A	Introduction		6	Presence Teaching
A.1	Introduction to Peacebuilding	VO	3	2
A.2	Law of International Intervention	VO	3	2

Modul B	Specialization		13	
B.1	International Humanitarian Law and Human Rights in Armed Conflict	KS	5	2
B.2	Legal Conflict Management	VU	3	2
B.3	Peace Processes in Fragile Contexts	SE	5	2
Modul C	Practice		5	
C.1	Conflict Mediation	KS	2	1
C.2	Peacebuilding in the Field	KS	2	1
C.3	Excursion to International Organizations in Vienna	EX	1	1
			24	13

(3) Registration requirements for attending courses

Submodule/class title		Prerequisites for the application	
B	Specialization	A	Introduction
C	Practice	B	Specialization

(4) Number of possible participants in courses

1. For pedagogical-didactical and reasons of capacities, due to the number of devices/apparatuses or for safety reasons, the number of participants for the individual course types can be limited:

Class type	Number of participants
lecture (VO)	no limitation
Course (KS)	70
Lecture with practical exercise (VU)	70
Seminar (SE)	25
Excursion (EX)	25

3 Teaching and learning forms

(1) Language

All submodules or examinations are offered exclusively in English.

Appendix I: Description of submodules

A	Introduction
ECTS-Credits	6
Content	<ul style="list-style-type: none"> • History of peacebuilding ("Agenda for Peace") • Evolution of peacebuilding within the framework of the international community of states • <i>Peacebuilding</i> in the context of global political upheavals and developments • Paradigms and concepts of <i>Peacebuilding</i> • <i>Peacebuilding</i> and conflict theories • International legal foundations of state sovereignty and international (military) intervention • The international prohibition of the use of force • International institutions and frameworks of international engagement for security and peace • Legal foundations of <i>Peacemaking</i>, <i>Peacekeeping</i> and <i>Peacebuilding</i> • Development of military operations for peacemaking: from the paradigm of humanitarian intervention to the <i>Responsibility to Protect</i> and <i>Protection of Civilians</i>, respectively.
Expected learning outcomes and competences acquired	<p>After completing submodule students have the ability to,</p> <ul style="list-style-type: none"> • embed (post-)conflict situations and <i>Peacebuilding</i> measures in a broader international political and theoretical framework; • formulate and discuss strategies for dealing with armed conflicts; • critically reflect on the role of international actors in (post-) conflict areas; • reflect and discuss the conditions for the international legitimization of military interventions; • argue legally the ethical paradox of the violent enforcement of peace; • identify basic legal and institutional foundations of <i>Peacemaking</i>, <i>Peacekeeping</i>, and <i>Peacebuilding</i>.
Teaching and learning activities, methods	Lecture, discussion
Frequency of the offer	Each academic year, or once per run

B	Specialization
ECTS-Credits	13
Content	<ul style="list-style-type: none"> • Validity and effectiveness of human rights. • Scope of international humanitarian law • Foundations and basic principles of international humanitarian law • Human rights and peace treaties (esp. relationship with power sharing arrangements) • Role of law as a cause of conflict and as an instrument of conflict management and conflict prevention • Relationship between identity, discrimination and law • (Constitutional) legal possibilities of dealing with ethnic conflicts (consociationalism etc.) • Practice and characteristics of peace processes in armed conflicts



	<ul style="list-style-type: none"> • Basic elements of peace processes: DDR, SSR, transitional justice • Informal peace actors and pragmatic handling of armed violence
Expected learning outcomes and competences acquired	<p>After completing submodule students have the ability to,</p> <ul style="list-style-type: none"> • critically reflect on international humanitarian law and the role of human rights in armed conflict; • formulate basic ideas for resolving concrete legal cases in armed conflict; • understand the contradictory relationship between human rights and pragmatic approaches to conflict resolution; • describe socio-legal processes of codification; • name and critically reflect on possibilities of (constitutional) legal management of conflicts; • name characteristics of armed violent conflicts; • describe and critically reflect on the functioning of the international system of <i>Peacekeeping</i>, <i>Peacebuilding</i> and conflict management as applied to violent conflicts • distinguish peace processes from one another and describe their specific nature.
Teaching and learning activities, methods	Lecture, self-study, presentation, group work, discussion
Frequency of the offer	Each academic year, or once per run

C	Practice
ECTS-Credits	5
Content	<ul style="list-style-type: none"> • Different tracks of conflict mediation • <i>Interactive Conflict Resolution</i> or conflict transformation in practice • Basics of negotiation processes • <i>Conflict Solving</i> and <i>Truth-Telling Workshops</i> • Basics of mediation • Practical work challenges of everyday life in (post-)conflict areas • Getting to know different working cultures of various international actors • Practical relevance of theoretical paradigms in (post-) conflict areas • Everyday work of international organizations
Expected learning outcomes and competences acquired	<p>After completing submodule students have the ability to,</p> <ul style="list-style-type: none"> • plan and describe appropriate mediation initiatives for the particular context of violent conflict; • guide negotiation processes, to orient oneself in them and also to participate in them; • critically reflect the theory of peacebuilding in its relevance for the practice of international work in (post-)conflict areas; • describe the everyday practice of international actors in (post-)conflict regions; • name the psychological and physical strains of international conflict work;

	<ul style="list-style-type: none"> • situate and describe the current theoretical and practical discourse on peace, security and development international peace engagement; • reflect on the everyday practical work of international organizations and to distinguish between their strategic and operational levels.
Teaching and learning activities, methods	Lecture, workshop, self-study, presentation, group work, discussion, excursion
Frequency of the offer	Each academic year, or once per run