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## *Justification*

The world we live in is highly complex and in constant transformation. Political disputes shape social orders, impacting the development, governance and sustainability of cultures, societies and States. However, conflicts that surpass the threshold of violence strongly affect the socio-political, economic and cultural spheres, both locally and in upper levels.

Tensions may become severe enough to divide, mobilise or to get instrumentalised. Even to articulate fragmenting factors in order to widen and deepen the interests in dispute, instead of emphasising common qualities and goals. Conflict and cooperation hang by a rather thin thread, involving progressively more and different actors, as well as a variety of means and purposes, transcending time, space and agendas. And the ignorance of scholars and practitioners is the main accomplice of humanitarian disasters, and their costly, tragic and condemnable aftermath.

The lack of insight on peace and conflict issues from wider audiences contributes to the continuation of misleading interpretations on their causes, developments, forms and implications. In spite of the apparently idealistic hint of peace efforts, systematically tackling their phenomena and options in a scientific and pragmatic fashion is not only possible, but also a reality. However, the knowledge on organised violence has been a rather 'privileged wisdom', and certainly not a particularly simple one. It represents a demanding effort since the transdisciplinarity of most of peace and conflict phenomena requires an equally transdisciplinary approach.

Hence, by resorting to complementary disciplines, lead by a robust Political Science core, this course offers an alternative to address this knowledge gap, aiming at contributing to the understanding of the causes, conditions, dynamics and impacts of war, armed conflict and other forms of organised violence, as well as on the developments and instruments for their management, resolution and transformation.

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Has been researcher at the Oslo Governance Centre of the United Nations Development Programme. As well as fellow researcher at the Conflict Early Warning and Response Mechanism (CEWARN) of the Intergovernmental Authority on Development (IGAD) in the Horn of Africa. Has international experience in Europe, Africa, Latin America and Asia.

His national and international publications include geopolitical analyses, quantitative studies on the main patterns and trends of organized violence, research on the nature of contemporary armed conflicts, on its prevention and anticipation; intelligence studies as well as on belligerents and rebel governance in civil wars. Either as articles for journals, book chapters or papers for seminars, conferences or colloquia.

Has professional competence and accreditation in English, Norwegian, French and Spanish languages.

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## *Learning Outcomes*

This course aims at positively impacting their participants on four key areas, namely:

### ***Theoretically***

Familiarity with the main concepts, approaches, theories, debates and explanatory variables on:

- The main trends, patterns, causes and forms of organised violence and peace
- The complexities of warfare, its waging, dynamics and linkages with critical developments
- Their social, political and economic implications as well as their effects on different issue-areas
- Options and challenges for its management, resolution and transformation

### ***Practically***

- Ability to apply logics and frameworks for the study of civil wars and international warfare to other conflicts, as well as in simpler, non violent disputes
- Systematically analyse conflicts as processes and tackle them in a comprehensive and coherent fashion
- Contextualise situations and approaches with a critical, academic and pragmatic perspective
- Rise awareness on the strenghts and weaknesses of diverse explanations of organised violence
- Apply insights from historical or paradigmatic examples to atypical and contemporary instances

### ***Formatively***

- Overcome the limitations of reductionist, excluding and poorly-informed stances
- Identify and comprehend the ethical and strategic dimensions of peace and conflict issues in rational terms
- Understand the complexities of the current peace and security milieu, with solid elements for the comparative analysis between different periods, regions and issue-areas
- Identify possible and actual instruments of warfare, stabilisation and peacebuilding for their critical assessment on daily situations of decision-making
- Develop consciousness on relevant issues, as well as compromise with high-level discussions

### ***Skills***

- Operation under systematic procedures, scheduling, and adjustment to fixed deadlines
- Improving of both interpersonal, and intergroup communicational capacities (written, spoken and non-verbal) in a foreign language
- Build and reinforce confidence to form and defend individual and collective opinions, on complex, sensitive and compromising topics
- Development and application of research methods and significant learning
- Strenghtening capacities to design, expose, and argue ideas with coherence, quality and respect
- Make use of ICTs applied for research and dissemination
- Critically read, interpret and exploit materials in other languages

## Evaluation

This course will be graded based on two components: one theoretical and another pragmatic. These are comprised by two parts each, being their individual percentage as follows:

<b>THEORETICAL COMPONENT</b>	Written Exam	30%
	Term Paper Assignment	30%
<b>PRAGMATIC COMPONENT</b>	Participation	10%
	Seminar	30%
<b>TOTAL</b>		<b>100%</b>

The students will receive a candidate code for evaluation purposes, with the objective of protecting their anonymity when the results are published. Such code will replace the name of the student in the exam and in the final document, guaranteeing the impartiality of the grades, and avoiding any sensitive situation in case the grades result embarrassing. The presentations will maintain the name of the author during the open seminar, however, the mark for this component will be published using the candidate's code. The grades will be published as usual in the SIAU system, utilizing the name of the student.

### Guidelines for the Written Exam

This part of the evaluation represents 30% of the total mark. During the exam it is not allowed the use of any means of communication aside from three pens (blue, black and red), a pencil or a mechanical pencil, an eraser and the exam sheets. The communication with other people inside or outside the classroom is strictly forbidden. Once the exam has started, nobody will be allowed to enter. If a person wishes to leave the classroom, they must first hand over the exam, except in the case of an emergency. The students may bring water, tea, coffee, juice or fruits during the exam, however, prudence is advised in relation to bringing food or liquids with inconvenient odours or sounds as to not disturb the other examinees.

The exam will be written in English. However, students that do not master the language may answer it in Spanish, French or a Scandinavian language.

### Guidelines for the Term Paper Assignment

In this modality which is worth 30% of the final grade, the student will choose freely and voluntarily one of the four sub-modalities: academic essay, review essay, political brief or monograph. The final documents need to tackle a relevant topic within the field of Peace and Conflict Studies, preferably from the course contents. Each and every document in any of the sub-modalities will be subject to revision for plagiarism.

Plagiarism will be understood as the thieving of ideas through any of the following modalities:

- Appropriating others' ideas as your own without appropriately referring them
- The use, either total or partial of others students' materials, with or without their consent
- Inadequate or misleading quotes, deliberately non-referred paraphrases and concealing information

**Plagiarism is strictly forbidden and if any student is caught doing so, he or she will be automatically expelled from the course with a grade of 0/100**, additionally to the punishment the authorities of the university deem as fair. Every final document proposal will have to be approved by the professor and adhere to quality standards, punctuality and the following criteria:

### Specifications of Form

- o Language: Spanish, English, French, or a Scandinavian language
- o Length: 1,500 – 2, 000 words with numbered pages, including the references (except the *briefing*)
- o Fonts: Arial, Calibri, Verdana, Tahoma or Garamond Font Size: 12
- o Paragraph: Justified to one or two columns Line spacing: 1.5 lines
- o References: (APA) Author. Year. *Title*. Publishing House; Author. Year. “Title” *Publication*. Vol. No. pp. x-y
- o Complementary (relevant) graphical elements: Maps, figures and tables (readable, intelligible; with their respective titles and sources)
- o Presentation: Report cover, Slide folder

### Specifications of Content

#### *Academic Essay*

Formulate a research question about a relevant topic for peace and conflict studies, develop it and answer it according to the theoretical-methodological requirements of the Social Sciences, including validity, reliability and ethical considerations. It must include an introduction with the design of the investigation, theoretical framework, analysis and conclusions. It is mandatory to include the sources of the information, as well as their respective references and quotes. It must be addressed towards general academic audiences. It must contain at least 70% of original content. Special cases will be considered individually.

#### *Review Essay*

This essay consists of a critical review of two or more scientific texts. Its purpose is to show to the specialised academic audience at which the author is addressing to, his or her point of view about the main arguments of said texts, as well as analyse them in a coherent, integrated and thematic manner. It is possible to nourish the document with information from other sources.

The *Review Essays* can establish connections between the author’s ideas from the different texts, as long as they are based around the general object of study, or specific aspects to be individually highlighted. Hence encouraging the academic dialogue. It is a relational exercise, interpretative and explicative. Not an assessment of texts based on personal preferences. A format to conduct a Review Essay is to formulate a question to answer with the documents to analyze. The organization of the arguments is the decision of the author.

#### *Policy Brief*

In 5-6 pages you will have to tackle a political topic relevant to conflict resolution and peacebuilding resorting to the pragmatic logic of decision-making and policy-making. Here you are required to identify an issue, problem, policy or real situation. You will have to explain it in the form of a ‘state of the question’. Less abstraction, more data and evidence. Provide a cost-benefit analysis and future scenarios with REALISTIC recommendations, taking into consideration the requirements, impacts and effects (expected and collaterals). It will be addressed to a political-executive audience. At least 70% of the Policy Brief must be original work written by the student. It is only in this modality that the research question is assigned by the Professor (although the student must suggest to the professor at least 3 topics of interest at 70% of the programme’s completion).

#### *Monograph*

Addressed to a general audience. It takes stock on a specific topic concerning the conditions of peace or the dynamics of organised collective violence. It presents the topic, its origins, different types, debates, controversies, as well as social, economic and political implications. Also, it identifies research lines or even suggest possible questions for future investigations or policies. It is desirable that the empirical information prevails over theoretical elements. The case studies are more than welcome. Remember that the audience in this modality is the general public.

## **Guidelines for the Participation**

This concept of evaluation which provides 10% to the final grade, consists of the interventions of the participants in the classroom and the online platform 'Schoology' (privileging quality over quantity); fulfilling in due time and form their assignments and exercises both during the sessions and outside of these. Along with this, the participants will form groups for the presentation of a case study to illustrate in an empirical manner the theoretical-conceptual content presented by the Professor, scheduling their interventions according to the correspondent sessions. Similarly, students will form different groups to discuss the contents of the main instruments of the International Humanitarian Law, as well as to take place in the simulation of a negotiation exercise. Besides the professor's quality control, the group assignments will be subject to the examinations of the rest of the class. Therefore, it is expected that the students present competitive products in terms of quality, creativity, originality and impact.

The course will take the format of a seminar, for which the debate and discussion are meant to be the rule. In order for this modality to work, the students are required to have read the support materials for each session. For each session it is required that the students prepare 3 to 5 points of debate based on the readings. Either as questions, comments, examples or informed opinions, these must reflect a critical assessment of the readings: What are its strengths and weaknesses? What are its meta-theoretical, theoretical, methodological and/or empirical contributions? How are they related to other works? Which discussions have produced them?

## **Guidelines for the Seminar**

The final presentations represent 30% of the final grade and they will revolve around the term paper assignment. Given that these will be spoken and offered as an open seminar, they will be given in English. Only in special cases the student that presents may give the presentation in Spanish, French or one of the Scandinavian languages. The presentations are expected to last 7 minutes, and they will take place in front of an audience conformed by students and eventually academics, university authorities and general public. The use of audiovisual material is not necessary since the speaker has to cover their intervention entirely by themselves. The time and place of the seminar is on the syllabus section of this programme, and the students' interventions will be informed in due time.

Only a maximum of 15 presentations will take place during the open seminar. The members of the class that do not participate as speakers, will do so evaluating those who present and participating in the rounds of questions and feedback. The grades of those who do not present will be assigned based on their final document and their participation, both in the seminar and through the rest of the course. The mark of this component will consist of the average assessment given by the rest of the class, an external evaluation (if any), as well as the Professor's own appraisal.

SYLLABUS

SESSION	MODULE	CONTENTS	RECURSOS
1 (13.08)	<b>INTRODUCTION</b>	Presentation, survey, terms of reference, syllabus	Course Programme
2 (20.08)	<b>CONCEPTUAL FRAMEWORK</b>	Justification, trends and patterns, security environment. Armed conflicts, war, civil war, violence, peace; frameworks for the analysis of armed conflicts	Ramsbotham <i>et al</i> (2005) Ch. 1&4; Fearon & Laitin (2003)
3 (27.08)	<b>CAUSES OF ORGANISED VIOLENCE</b>	<b>Part I. Non-material Factors</b> Cleavages and grievances: Ethnicity, nationalism, identity, religion; separatism	Harf & Gurr (2003) Ch. 2; Brown (2005)
4 (03.09)		<b>Part II. Material Factors</b> Greed: Economic opportunism, predation; underdevelopment, horizontal inequity; scarcity	Collier (2001); Gleditsch (2008)
5 (10.09)		<b>Part III. Institutional Factors</b> Political regimes, state weakness and collapse, 'democratic peace'; intelligence; coup d'etat	Ayoob (2008); Rotberg, 2008
6 (17.09)		<b>Part IIII. Systemic and Structural Factors</b> State and Non-State Armed Actors	Thompson (2014); Kupchan (2005);
7 (24.09)		<b>DYNAMICS OF ORGANISED VIOLENCE</b>	<b>Part I. Normative Dimensions</b> International Humanitarian Law, tradition of the Just War
8 (01.10)	<b>Part II. Instrumentalisation of Violence</b> Patterns of victimization; logic of violence, sexual violence; warlordism		Skjelsbæk (2001); Wood (2006); Kalyvas (2006) Ch. 6&7
9 (08.10)	<b>Part III. Escalation</b> Dimensions, diffusion, transnationalisation; private military companies		Duffield (2001); Singer (2001);
10 (15.10)	<b>Part III. Terrorism</b> Definitions, trends, theoretical-pragmatic challenges, counterterrorism		Sandler (2014); Institute for Economics & Peace (2018)
11 (22.10)	<b>CONFLICT MANAGEMENT</b>	<b>Part I. Anticipation y Prevention</b> Structural and operational; preventive diplomacy, early warning systems, R2P	Ramsbotham <i>et al</i> (2005) Ch. 5;
12 (29.10)		<b>Part II. Negotiation and Mediation</b> The process of Negotiation, mediation, entrapment	Druckman (2007); Bercovitch (2007)
13 (05.11)		<b>Part III. Coercive, Impositive and Dissuassive Meassures</b> Sanctions, peace operations	Cortright (2007)
14 (12.11)		<b>Part IIII. Post-war Reconstruction</b> Peace building, DDRR, power sharing, transitional justice, reconciliation	Ramsbotham <i>et al</i> (2005) Ch. 8&10; Paris (2004) Cap. 1 ; Darby & Mac Ginty (2008)
15 (19.11)	<b>EVALUATION</b>	<b>Writing Exam</b>	Pens, pencil, eraser
16 (03.12)		<b>Seminar</b>	Term paper assignment

## Mandatory Reading Material

- Ayoob, Mohammed. 2008. "State Making, State Breaking, and State Failure" en Crocker et al, 2008 pp. 95-114
- Bercovitch, Jacob. 2007. "Mediation in International Conflicts" en Zartman, I. William (Ed.). 2007. Peacemaking in International Conflict. Methods & Techniques. United States Institute of Peace 163-194
- Collier, Paul. 2001. "Doing Well Out of War: An Economic Perspective" en Malone, David & Berdal, Mats (Eds.). 2001. *Greed & Grievance: Economic Agendas in Civil Wars*. Lynne Rienner pp.91-111
- Cortright, David. 2007. "Sanctions and Stability Pacts. The Economic Tools of Peacemaking" en Zartman, I. William (Ed.). 2007. Peacemaking in International Conflict. Methods & Techniques. United States Institute of Peace pp. 385-418
- Crocker, Chester; Hampson, Fen Osler & Aall, Pamela (Eds.). 2008. *Leashing the Dogs of War. Conflict Management in a Divided World*. United States Institute of Peace. 2<sup>nd</sup> Printing
- Darby, John & Mac Ginty, Roger (Eds.). 2008. *Contemporary Peacemaking. Conflict, Peace Processes and Post-War Reconstruction*. Second Edition. Palgrave Macmillan
- Druckman, Daniel. 2007. "Negotiating in the International Context" en Zartman, I. William (Ed.). 2007. *Peacemaking in International Conflict. Methods & Techniques*. United States Institute of Peace pp. 111-162
- Duffield, Mark. 2001. "Post-modern Conflict: Warlords, Post-adjustment States and Private Protection" en *Civil Wars* Vol. 1 No. 1 pp. 65-102
- Fearon, James & Laitin, David. 2003. "Ethnicity, Insurgency and Civil War" en *American Political Science Review* Vol. 97 No. 1 pp. 75-90. Disponible electrónicamente en el URL: <http://sites.duke.edu/niou/files/2011/06/fearon-laitin.pdf> (June, 2019)
- Gleditsch, Nils Petter 2008. "Environmental Change, Security, and Conflict" en Crocker et al, 2008 pp.177-195
- Gurr, Ted Robert. 2005. "Minorities and Nationalists: Managing Ethnopolitical Conflict" en Crocker et al, 2005 pp. 163-188
- Harff, Barbara & Gurr, Ted Robert. 2003. *Ethnic Conflict in World Politics*. Second Edition. Westview Press
- Institute for Economics & Peace. 2018. *Global Terrorism Index 2018: Measuring the Impact of Terrorism*. Available at: <http://visionofhumanity.org/app/uploads/2018/12/Global-Terrorism-Index-2018-1.pdf> (June, 2019)
- International Committee of the Red Cross (ICRC). 1949. *The Geneva Conventions of 1949*. Available in (June, 2019): <https://www.icrc.org/en/war-and-law/treaties-customary-law/geneva-conventions>
- Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge University Press
- Kupchan, 2005. "Empires and Geopolitical Competition: Gone for Good?" en Crocker et al, 2005 pp. 39-52
- Paris, Roland 2004. *At War's End. Building Peace after Civil Conflict*. Cambridge University Press
- Ramsbotham, Oliver; Woodhouse, Tom & Miall, Hugh. 2005. *Contemporary Conflict Resolution. The Prevention, Management and Transformation of Deadly Conflicts*. Second Edition. Polity
- Richards, Paul (Ed.). 2005. *No Peace No War. An Anthropology of Contemporary Armed Conflicts*. Ohio University Press / James Currey
- Rotberg, Robert I. 2008. "The Challenge of Weak, Failing, and Collapsed States" en Crocker et al. 2008 pp.83-94
- Sandler, Todd. 2014. "The Analytical Study of Terrorism: Taking Stock" in *Journal of Peace Research* Vol. 51 Issue 2 pp. 257-271
- Singer, Peter W. 2001. "Corporate Warriors: The Rise of the Privatized Military Industry and its Ramifications for International Security" en *International Security* Vol. 26 No. 3 pp. 186-220
- Skjelsbæk, Inger. 2001. "Sexual Violence and War: Mapping out a Complex Relationship" en *European Journal of International Relations* Vol. 7 No. 2 pp.211-237
- Thompson, Peter G. 2014. *Armed Groups. The 21st Century Threat*. Rowman & Littlefield
- Wood, Elisabeth Jean. 2006. "Variation in Sexual Violence during War" in *Politics & Society* Vol. 34 No. 3 pp. 307-341

### Complementary References in Spanish

- Boege, Volker; Brown, Anne; Clements, Kevin & Nolan, Anna. 2008. “¿Que es lo ‘fallido’? ¿Los Estados del Sur, o la Investigación y las Políticas de Occidente? Un Estudio sobre Ordenes Políticos Híbridos y los Estados Emergentes” Versión electrónica disponible en <http://eprints.ucm.es/9678/2/WP08-08.pdf> (Junio, 2019)
- Clausewitz, Karl von. 1999. *De la Guerra*. Traducción de Juan Tello. Colofón
- Collier, Paul; Elliot, V.L.; Hegre, Håvard; Hoeffler, Anke; Reynal-Querol, Marta & Sambanis, Nicholas. 2003. *Guerra Civil y Políticas de Desarrollo. Como Escapar de la Trampa del Conflicto*. Banco Mundial / Alfa Omega
- Comisión Internacional Sobre Intervención y Soberanía de los Estados. 2001. *La Responsabilidad de Proteger. Informe de la Comisión Internacional Sobre Intervención y Soberanía de los Estados*. ICISS
- Comité Internacional de la Cruz Roja (CICR). 2013. Los Convenios de Ginebra de 1949. Disponibles electrónicamente en <http://www.icrc.org/spa/war-and-law/treaties-customary-law/geneva-conventions/index.jsp> (Junio, 2019)
- Dalby, Simon. 2009. “Seguridad y Medio Ambiente: Vínculos Revisados” en Oswald Spring, Úrsula & Günter Brauch, Hans (Eds.). 2009. *Reconceptualizar la Seguridad en el Siglo XXI*. Centro Regional de Investigaciones Multidisciplinarias, UNAM pp. 265-281. Versión electrónica disponible en: <http://www.crim.unam.mx/drupal/?q=node/402> (Junio de 2019)
- Duffield, Mark. 2004. *Las Nuevas Guerras en el Mundo Global. La Convergencia entre Desarrollo y Seguridad*. La Catarata
- Fearon, James & Laitin, David. 2005. “Etnia, Insurgencia y Guerra Civil” en *Zona Abierta* No. 112-113 pp. 101-144
- Fisas, Vincenç. 1998. *Cultura de Paz y Gestión de Conflictos*. Icaria Antrazyt UNESCO
- Fisas, Vincenç. 2004. *Procesos de Paz y Negociación en Conflictos Armados*. Paidós
- García González, Javier Ignacio. 2009. “Operaciones de Paz y Contrainsurgencia: Similitudes y enseñanzas recíprocas” en Cuervo-Arango, Fernando Américo & Peñaranda Algar, Julio (Comps.). 2009. *Dos Décadas de Posguerra Fría*. Tomo I. Instituto Universitario General Gutiérrez Mellado–UNED. pp. 47-58. Versión electrónica (junio, 2019): [https://iugm.es/wp-content/uploads/2016/07/TOMO\\_II\\_Jornadas\\_01.pdf](https://iugm.es/wp-content/uploads/2016/07/TOMO_II_Jornadas_01.pdf)
- Held, David; McGrew, Anthony; Goldblatt, David & Perraton, Jonathan. 2002. *Transformaciones Globales. Política, Economía y Cultura*. Oxford University Press
- Kaldor, Mary. 2001. *Las Nuevas Guerras. Violencia Organizada en la Era Global*. Tusquets Editores
- Kalyvas, Stathis N. 2001. “La Violencia en Medio de la Guerra Civil. Esbozo de una Teoría” en *Análisis Político* Vol. 42 pp. 3-25 Versión electrónica disponible en el URL (Mayo, 2010): <https://stathiskalyvas.files.wordpress.com/2017/03/ap42.pdf>
- Kalyvas, Stathis N. 2010. *La Lógica de la Violencia en la Guerra Civil*. Akal
- Moncada Roa, Patricia. 2008. “Los Estados Fallidos o Fracasados: Un Debate Inconcluso y Sospechoso” en *Nuevo Pensamiento Jurídico*. Universidad de Los Andes. Disponible en: <http://live.vl.udesa.edu.ar/files/UAHumanidades/EVENTOS/PaperMoncada300608.pdf>
- Münkler, Herfried. 2005. *Viejas y Nuevas Guerras. Asimetría y Privatización de la Violencia*. Siglo XXI Editores
- Ramsbotham, Oliver; Woodhouse, Tom & Miall, Hugh. 2011. *Resolución de Conflictos. La prevención, gestión y transformación de conflictos letales*. Institut Català Internacional per la Pau – Ediciones Bellaterra
- Sánchez Herráez, Pedro. 2009. “Las Fuerzas Armadas y las Operaciones de Estabilización: ¿para qué, por qué y cuántas?” en Cuervo-Arango, Fernando Américo & Peñaranda Algar, Julio (Comps.). 2009. *Dos Décadas de Posguerra Fría*. Tomo I. Instituto Universitario General Gutiérrez Mellado–UNED. pp. 177-195. Versión electrónica (junio, 2019): [https://iugm.es/wp-content/uploads/2016/07/TOMO\\_II\\_Jornadas\\_01.pdf](https://iugm.es/wp-content/uploads/2016/07/TOMO_II_Jornadas_01.pdf)

- Stavenhagen, Rodolfo. 2000. *Conflictos Étnicos y Estado Nacional*. Siglo XXI–UNRISD–CIICH–UNAM
- Wæver, Ole. 2009. “Paz y Seguridad: Dos Conceptos en Evolución y su Relación Cambiante” en Oswald Spring, Úrsula & Brauch, Hans Günter (Eds.). 2009. *Reconceptualizar la Seguridad en el Siglo XXI*. Centro Regional de Investigaciones Multidisciplinarias, UNAM pp. 71-100
- Waltzer, Michael. 2000. *Guerras Justas e Injustas. Un Razonamiento Moral con Ejemplos Históricos*. Paidós
- Waltzer, Michael. 2004. *Reflexiones Sobre la Guerra*. Paidós
- Wood, Elisabeth Jean. 2012. “Variación de la Violencia Sexual en Tiempos de Guerra: La Violación en la Guerra no es Inevitable” en *Revista de Estudios Socio-Jurídicos* Vol. 14 No. 1 pp.19-57
- Wood, Elisabeth Jean. 2016. “La Violencia Sexual Asociada al Conflicto y las Implicaciones Políticas de Investigaciones Recientes” en *Estudios Socio-Jurídicos*. Vol. 18 No. 2 pp. 13-46

### **Organisation of the Sessions**

<b>SCHEDULE</b>	<b>CONTENT</b>
<b>11:00 – 11:10</b>	Feedback from previous session and delay margin
<b>11:10 – 11:40</b>	Lecture
<b>11:40 – 12:20</b>	Discussion
<b>12:20 – 12:30</b>	Recess
<b>12:30 – 13:00</b>	Practical Case
<b>13:00 – 13:20</b>	Exercise
<b>13:20 – 13:50</b>	Discussion and conclusions
<b>13:50 – 14:00</b>	Notifications, information about subsequent sessions. Various matters

### **Regulatory Framework**

- o Less communicational formality, more quality and active engagement
- o Freedom of expression, respect and tolerance; no propaganda in the classroom
- o Mobile phones on silent or vibration mode
- o No food during the sessions, except fruits; no drinks except water, juice, tea, coffee or chocolate
- o Valid University Regulations