

KTR1040 Innovation and Conflict Transformation (Summer School) (15 credits/ECTS)

Study Program	Bachelor in Religion and Social Science (180 credits/ECTS)
Subject	Innovation and Conflict Transformation
Exam	<i>Project group assignment (6000 words) - passed or not passed (see below description)</i> <i>Individual report - 2500 words +/- 10%, graded (A-F). Theme: Your chosen SDG in a Conflict Transformational perspective with reflections from a case-study.</i>
Additional requirements	<i>Attendance: Students must attend at least 80% of the lectures to be eligible to submit the exam. Excessive absence without valid reason will disqualify the student from submitting the exam. Students who fail the requirement will have to take the whole course again. The attendance requirement does not apply to non-resident students, but they need to participate in online group discussions.</i>
Project assignment	<u>Practical Project requirements:</u> <ol style="list-style-type: none"> 1) Has to deal with minimum one of SDGs below. 2) Theory of Change must be developed. 3) Project description/outline with literature. 4) Reporting on progress during developing process. 5) Participate in a presentation of the project. <u>Themes for innovation project work:</u> <ul style="list-style-type: none"> • Peace and Justice (SDG 16) • Gender (SDG 5) • Modern Slavery and Human Trafficking (SDG 8.7) • Education (SDG 4) • Climate and environment (SDG 13 ++)
Scope	72 hours of lecture and study sections

COURSE DESCRIPTION

The KTR1050 Summer School Course is an in-depth study on the interaction between social innovation and conflict transformation understood from a modern societal perspective.

Social innovation will be examined and analyzed for the purpose of creating proficient and creative sustainable projects that can result in business, social and humanitarian projects as well as art and cultural programs supporting and contributing to the UN Sustainable Development Goals (SDGs).

Conflict on various levels will be compared and analyzed to identify common themes and opportunities for conflict transformation. Through the application of various conflict models and analysis, the course highlights the foundational conflict dynamics of escalation and de-escalation. Gaining an understanding of the nature of conflict gives the student important knowledge on how conflicts can be transformed. The course examines how conflicts that arise today can transcend nationality, ethnicity, religion and ideology. The course also focuses on how migration, traditional media and social media are important in understanding how local and global

conflicts are interconnected, in particular, using Ugandan as a case study. In Post-Conflict societies, innovation plays a vital role in building peace. Throughout the course we will therefore examine how Innovation and Conflict Transformation are interdependent, and how they can be each other's catalysts.

LEARNING OUTCOMES

Knowledge

The subject will provide ...

- General knowledge on the characteristics of conflict. This includes knowledge on the various phases and cycles of a conflict, and understanding on the different dynamics of conflict on both micro and macro levels.
- An understanding of the foundational conflict-theoretical models, methods and tools used in bringing constructive interventions to actual conflicts as well as for the causal analysis of conflicts.
- Knowledge of the causes of conflict, and the local and global repercussions of conflict.
- Knowledge and understanding of contemporary innovation theory and practice.
- An understanding of how to see contemporary social studies in the context of the UN Sustainable Development Goals (SDGs).

Skills

The subject will enhance student's:

- Skills in effective communication and dialogue with those who hold different opinions.
- skills in diagramming a conflict to recommend or implement measures to de-escalate a conflict.
- Skills to design innovative projects and processes to create social transformation.
- Skills to effectively work in multicultural teams.
- An understanding of how creative processes can lead to ideas that are transformed into new products, services and solutions to problems in a society.
- Digital skills to create content.

General Competence

The subject will develop ...

- A foundational understanding of conflict-reducing communication, empathic listening and dialogue.
- An increased awareness of their own and other's way of being in conflicts they become personally involved in.
- Ability to adapt to complex situations building relationships through dialogue and teamwork.
- Ability to translate theory to practice.

Modes of Instruction

Various kinds of teaching methods will be employed during the course, including lectures, dialogue, reflective work in groups and plenary, project work with guidance and group exercises, electronic-learning etc.

Required Reading/ seeing

- Miall et al. (2011, 4th ed.), Contemporary Conflict Resolution. Pages 3-34. 31 pages. Polity Press. Cambridge
- Glasl, Friedrich (1999), Confronting Conflict. A first-aid kit for handling conflict. Hawthorn Press, Gloucestershire. (p. 71-106. 35 pages)
- Rosenberg, Marshall (2015) Nonviolent Communication: A Language of Life, Third Edition. 264 pages. Encinitas, CA. PuddleDancer Press

- Moisi, Dominique (2010), Geopolitics of Emotion. How Cultures of Fear, Humiliation and Hope Are Reshaping the World. Anchor Books. USA. (pp 1-122, 121 pages)
- Lederach, John Paul (2003), The Little Book of Conflict Transformation. 58 pages. Good Books Intercourse.
- Lederach, John Paul (2005), The Moral Imagination. The Art and Soul of Building Peace. 180 pages. Oxford University Press.
- Degraff, Jeff, Degraff, Staney (2017), The Innovation Code: The Creative Power of Constructive Conflict. 129 pages. Berrett-Koehler Publishers Inc.
- Ziegler, et al. (2020), Guide to Sustainable Development: Featuring the Global Goals. 66 pages. Bookbaby.
- Stoddard, Russ (2017), Rise Up: How to Build a Socially Conscious Business. 160 pages. Elevate Publishing.
- Weber, Karl and Yunus, Muhammad (2010), Building Social Business. Pages 1-183 (183 pages).
- Davis, Tina (2009) Modern Slavery, documentary film.

Recommended Reading/ seeing

- Promises. Documentary film.

Mandatory extracurricular activities and requirements

Obligatory assignment:

Personal presentation (one-pager) - «Why did I chose to participate... why this theme»? Free form, published on educational platform before course start. Must include portrait.

Obligatory sessions:

Pre-sessions

Lectures

Seminar sessions

Opening reception and similar