MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Divided Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>77-5674-01S</td>
</tr>
<tr>
<td>CREDITS</td>
<td>20</td>
</tr>
<tr>
<td>LEVEL</td>
<td>5</td>
</tr>
<tr>
<td>JACS CODE</td>
<td>L200</td>
</tr>
<tr>
<td>SUBJECT GROUP</td>
<td>Politics</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Neil Southern</td>
</tr>
</tbody>
</table>

MODULE STUDY HOURS (based on 10 hours per credit)

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>N/A</td>
<td>164</td>
<td>200</td>
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</table>

MODULE AIM

The aim of this module is to explore the nature of ethnic identity and to consider its political manifestations in a number of societies which have been marked by violent conflict.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Explain and scrutinise the meaning of ethnicity and other conceptual terms
- Analyse the makeup of ethnic difference in each society
- Display an ability to analyse comparatively the ethno-political dimensions of the societies selected
- Demonstrate an awareness of the ways in which ethnic divisions can spawn violence.

INDICATIVE CONTENT

This module explores a number of societies, which in one form or another and to different degrees of significance, suffer from ethnic and sectarian fracture. Northern Ireland, South Africa, the former Yugoslavia, Iraq and Israel/Palestine are societies that have witnessed inter-ethnic hostility and political violence. Yet the causal factors of ethnic disharmony are not the same in each society. The module seeks to explain the historical and contemporary factors related to ethnic difference and conflict in these contexts. It will explore a central issue in the study of ethnicity: how fixed or fluid – primordial or malleable – is ethnic identity especially in deeply divided societies? The module will also consider why ethnic conflict is difficult to resolve. Themes and concepts that will be explored and analysed will be ethno-politics, religion, territoriality/segregation, alienation, political violence, and peacebuilding and reconciliation.
**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Weekly lectures
- Seminars will provide the opportunity for topics/issues raised in lectures to be studied in greater depth
- Lectures will also be made available via Blackboard
- Additional learning materials in support of lectures will be made available to students in resource folders

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Word Count or Exam Duration</th>
<th>In-module retrieval available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>essay</td>
<td>CW</td>
<td>2,000</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>essay</td>
<td>CW</td>
<td>2,000</td>
<td>N</td>
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</table>

**FEEDBACK**

Students will receive feedback on their performance in the following ways:

- Students will receive written feedback on their assignment electronically via Blackboard.
- The opportunity for face-to-face feedback will be available and can be arranged by appointment with the tutor

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Full reading lists and other learning resources will be provided in the Module Guide, on the VLE site and on Resource Lists Online.


Bruce, S (1994) At the Edge of the Union (Oxford: Oxford University Press)


Ellis, M (1997) 'The Future of Israel/Palestine: Embracing the Broken Middle', Journal of Palestine Studies Vol.26, No.3 (Spring), pp.56-66


Guelke, A (2005) Rethinking the Rise and Fall of Apartheid, (Basingstoke: Palgrave Macmillan)


Yiftachel, O (1998) ‘Democracy or Ethnocracy?: Territory and Settler Politics in Israel/Palestine’, Middle East Report No.207 (Summer), pp.8-13
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>NEW MODULE</th>
<th>EXISTING MODULE - NO CHANGE</th>
<th>Title Change</th>
<th>Level Change</th>
<th>Credit Change</th>
<th>Assessment Pattern Change</th>
<th>Change to Delivery Pattern</th>
<th>Date the changes (or new module) will be implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>Y</td>
<td>09/2016</td>
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</table>

MODULE DELIVERY PATTERN

<table>
<thead>
<tr>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>Course Intake 1</td>
<td>01/2017</td>
</tr>
<tr>
<td>Course Intake 2</td>
<td>DD/MM/YYYY</td>
</tr>
<tr>
<td>Course Intake 3</td>
<td>DD/MM/YYYY</td>
</tr>
</tbody>
</table>

Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? N

What proportion of the module is taught by these non-SHU staff, expressed as a percentage? 

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

<table>
<thead>
<tr>
<th>Overall PERCENTAGE Mark of 40%</th>
<th>Overall PASS / FAIL Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? N

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)

<table>
<thead>
<tr>
<th>Task No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

NON-STANDARD ASSESSMENT PATTERNS

MARK ’X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.

CHECKED

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td>October 2015</td>
<td>Checked Against SI - Assessment pending on SI.</td>
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