1. **Title of the module**

POLI3250 (PO325) - Introduction to Conflict Analysis and Resolution

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

War and Conflict BA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. recognise key approaches to the study of conflict
3. understand the main concepts and theories of international conflict and conflict resolution
4. identify the main practices of conflict resolution and their limitations
5. engage with empirical cases and simulations of international conflicts
6. identify the main critiques of conflict theories
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. think critically about conflict and conflict resolution
9. engage with theory to help conceptualise and understand key issues and empirical cases
10. understand and apply some basic conflict resolution skills (e.g. negotiation, mediation)
11. be equipped to use a variety of tools effectively to conduct preparatory research for essays and seminars
12. engage in some independent research and learning demonstrating initiative, self-organisation and time-management
13. **A synopsis of the curriculum**

The module is designed to introduce students to the principle approaches to conflict and conflict resolution. Starting with a discussion of the pervasiveness of conflict in human existence, the module will engage with the key question of “what is conflict?” Students will be introduced to conflict management and conflict resolution approaches before engaging with conflict resolution processes such as negotiation and mediation. The module will rely on case studies and simulations to help students engage directly and better grasp the different theoretical approaches. Case studies will include an in-depth analysis of the Oslo process and a discussion of the specific difficulties linked to negotiations with “terrorists.” The students will emerge from the module with knowledge of the central paradigms and concepts of conflict analysis and resolution, and with an initial set of skills (negotiation and mediation) which can be used to further understand international politics but also in their personal engagement with others.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Ramsbottam, O., Miall, H. and Woodhouse, T. (2016). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts. Cambridge: Polity.
* Fisher, R. and Ury, W. (1991). Getting to Yes, New York: Penguin
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Conflict Report, 2000 words (40%)
* Reading Quizzes x4 (5% each, 20% overall)
* Exam, 2 hrs (40%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Conflict Report  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Reading Quizzes  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018