1. **Title of the module**

POLI6600 (PO660) - International Conflict and Cooperation

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 5

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**

 This is a required module for the BA in War and Conflict, and is an optional module for all other programmes in the School of Politics and International Relations.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand and critically assess various definitions of conflict
3. Present a basic understanding of various approaches to the analysis of international conflict
4. Appreciate the diverse range of methods used to study international conflict and conflict resolution, in particular the scientific approach.
5. Understand the diverse views on conflict resolution
6. Critically analyse the strengths and weaknesses of different conflict resolution approaches
7. Apply knowledge gained in the module to cases of international conflict
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. Engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate
10. Examine and evaluate different interpretations of political events and solutions to problems
11. Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
12. Develop reasoned arguments, supported by relevant information, and exercise critical thinking
13. Orally communicate ideas effectively and fluently
14. Communicate ideas effectively and fluently in writing
15. Use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation
16. Work independently, demonstrating initiative, self-organisation and time-management
17. **A synopsis of the curriculum**

The course provides an overview of the broad field of international conflict analysis and resolution. Students have the opportunity to explore the motivations driving different forms of conflict, including interpersonal, group and civil violence. Students will also be exposed to a range of theories and approaches used to understand violent conflict, and a number of different methods of conflict resolution (e.g. negotiation, mediation, peacekeeping operations, and transitional justice.) The approach is interdisciplinary and juxtaposes traditional approaches used to study conflict management with new scientific studies of conflict and cooperation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Ramsbotham, O. H. Miall; & T. Woodhouse. (2016). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity. (4th Edition)
* Barash, D. and C. Webel. (2013*). Peace and Conflict Studies*, 3rd ed, Thousand Oaks, Sage Publications
* Crocker, C. et al. (2007). *Leashing the Dogs of War*, Washington, D.C.: USIP Press
* Fisher, R., W.L. Ury, and B. Patton (1991). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Edition. New York: Penguin Books. (or any other edition)
* Bercovitch, J. and R. Jackson (2009). *Conflict Resolution in the 21st century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Individual Essay, 2500 words OR Group Essay, 3000 words (50%)
* Exam, 2 hours (50%)

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| Feb 2012 |  | Autumn 2012 |  |  |
| Dec 18 | Minor | Autumn 2019 | 7, 13.1 | No |

Revised FSO Jan 2018