1. **Title of the module**

POLI8480 (PO848) Negotiation and Mediation

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

Politics and International Relations

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

Level 7

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

20 credits (10 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**

Students from the MA in ICA programme are recommended to take this module, and it is an optional module for all postgraduates in the School of Politics and the Law School

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1: Understand and critically evaluate key historical and theoretical issues in the field of conflict resolution

8.2: Gain knowledge of the main theoretical schools that study mediation and negotiation

8.3: Understand and evaluate the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution

8.4: Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module

8.5: Gain a critical understanding of the applied methodological and epistemological methods in the field of conflict resolution

8.6: Critically analyse historical and current cases of conflict management and transformation

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1: work with theoretical knowledge at the forefront of their discipline

9.2: engage critically with the conflict resolution process, in particular negotiation and mediation, including the vocabulary, concepts, theories and methods of conflict resolution

9.3: have a comprehensive understanding of methods and methodologies in their discipline

9.4: develop reasoned arguments, supported by relevant information, and exercise critical thinking

9.5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

9.6: describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

9.7: engage in academic and professional communication orally and in writing

9.8: have independent learning ability required for continuing professional study

9.9: collaborate with others and contribute effectively to the achievement of common goals

1. **A synopsis of the curriculum**

The course provides an overview and a framework for considering the field of international conflict resolution. The students have the opportunity to explore conflict resolution methods such as mediation, negotiation, collaborative problem solving, and alternative dispute resolution. The approach is interdisciplinary and juxtaposes traditional approaches in conflict management with the scientific study of conflict and cooperation. Across the term students will be exposed to a range of different theories and approaches to conflict management and be required to practically apply the course content in a number of simulations.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Ramsbotham, Miall, H, & T. Woodhouse. (2016). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity. (4th Edition). (Or the 3rd edition).
* Fisher, R. W.L. Ury, & B. Patton. (2012). Getting to Yes: Negotiating Agreement Without Giving In, 2nd Edition. New York: Penguin Books. (Or any older edition).
* Beardsley, K. (2011). The Mediation Dilemma, Cornell: Cornell University Press.
* Diehl, P & M. Grieg. (2012). International Mediation, London: Polity.
* Starkey, B. M.A. Boyer & J. Wilkenfeld. (2005). Negotiating a Complex World: an Introduction to International Negotiation, 2nd edition, Boulder: Rowmand & Littlefield Publishers.
* Crocker. C.A. et al. (eds) (2006). Herding Cats, Washington, D.C.; United States Institute of Peace Press.
* Bercovitch, J.(ed) (1996). Resolving International Conflicts: The Theory and Practice of Mediation, Washington DC:Lynne Rienner.
* Zartman, W. I. (ed). (2007). Peacemaking in International Conflict: Methods and Techniques, Washington DC: U.S. Institute of Peace Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

* Essay, 4000 words, 70%
* Participation in Simulations & Reflective Assignment 1500 words, 30%

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 | 9.9 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |
| Seminars |  |  |  |  |  |  |  |  | **x** | **x** | **x** |  | **x** |  | **x** |
| Simulation exercises |  |  |  | **x** |  |  |  |  |  | **x** |  |  |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Participation in Online Simulation & Reflective Assignment |  | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
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Revised FSO Feb 2018