

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations
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Field of Knowledge:	Social and Legal Science
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Faculty/School:	Law, Business and Governance
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Course:	MEDIATION, NEGOTIATION AND CONFLICT RESOLUTION
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Type:	Compulsory
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ECTS credits:	6
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Year:	4
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Code:	7045
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Teaching period:	Eighth semester
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Area:	International Agents
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Module:	Foundations for a Theory of International Relations
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

In this course there will be the study of prevention, mediation and conflict resolution, from an historical, juridical and political science point of view, considering geopolitics as the background where it takes place. There will be an introduction to specific concepts followed by some cases.

This course aims to introduce students the fundamentals of Conflict Resolution from both a theoretical and a

practical point of view. Therefore, the principles, methods and traditional approaches of this relatively young academic field will be closely examined.

Conflict Resolution is an interdisciplinary field that essentially revolves around the study of conflict and whose ultimate goal is the limitation and reduction of violence in conflicts. Consequently, the course will provide essential tools that will enable students not only to analyze historical conflicts, but to explore the complexities and challenges that conflicts poses to today's world and how to address them.

GOAL

The ultimate goal of the course is to provide students with the analytical and theoretical tools necessary to study all types of conflicts, as well as to be acquainted with the set of methods and approaches used in the academic field of Conflict Resolution.

PRIOR KNOWLEDGE

Students are expected to be familiarized with the current debates in international and security studies and with the main conflicts of the contemporary age

COURSE SYLLABUS

1. CONFLICTS

- 1.1. Changing environments for conflict management
- 1.2. Typology of conflicts: The Correlates of War Project and the Uppsala Conflict Data Program
- 1.3. Issues and sources of conflict

2. NEGOTIATION AND CONFLICT RESOLUTION

- 2.1. Styles of negotiation
- 2.2. Bargaining Strategies
- 2.3. From Distributive to Integrative Bargaining

3. CONCILIATION AND MEDIATION

- 3.1. Conciliation
- 3.2. The process of mediation and its characteristics: elements, strategies and motivations
- 3.3. Mediation and Intractability
 - 3.3.1. Case Studies: Bouganville Mediation Process and the Colombian Peace Process
- 3.4. NGOs and Track II Diplomacy
- 3.5. Interactive Conflict Resolution: Herbert C. Kelman and Problem-solving workshops
- 3.6. The United Nations: Lessons learnt and challenges

4. RECONCILIATION AND POST-CONFLICT RECONSTRUCTION

- 4.1. Peacekeeping
- 4.2. Peacebuilding
- 4.3. Reconciliation
- 4.4. Transitional Justice
 - 4.4.1. Case Study: The South African Truth and Reconciliation Commission

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EDUCATION ACTIVITIES

Master classes and discussions: Students are expected to read in advance the sources provided to prepare the class, so they can follow the explanations and participate actively in the course.

Group and individual presentations: Students will be required to make oral presentations. Additionally, each student must be part of a working group. Each group will freely choose a topic and will give an oral presentation to the class. The date for the oral presentations will be set once the students chose the items for their presentations. The group presentation **MUST INCLUDE AUDIOVISUAL AND ROLE-PLAYING** elements and both the research work and the presentation will be assessed. The presentation will be followed by a discussion moderated by the teacher with the rest of the students on the topic explained.

Role-playing activity(ies): To carry out this activity(ies) students will be asked to read and prepare the necessary material

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to

make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

To acquire the ability to present and discuss conflicting ideas, thereby generating meeting forums for individuals or social groups from different countries and cultures.

To be able to generate public opinion and build bridges with the various social sectors, allowing for the formation and dissemination of a message and culture for the benefit of humankind, conveying values based on the search for truth and common good.

Specific skills

To be familiar with and assess the current world scenario with regard to decision-making bodies, stakeholders and institutions.

To study, identify and analyse the various geostrategic regions and key areas of regional influence worldwide. To be familiar with the origin and development of world crisis and conflict scenarios.

To foster dialogue and use communication tools to analyse today's world, and to lead processes and strategies in order to solve problems.

To analyse human problems associated with conflicts, disasters and inequalities, and to exercise mediation duties.

To acquire the ability to express oneself fluently and effectively in Spanish and English, to analyse and study the various processes involved in international relations.

LEARNING RESULTS

At the end of the course the student should:

1. Comprehend the evolution of the field and its approaches

2. Understand the different types of conflict as defined by social scientists
3. Have assimilated the fundamentals of mediation and negotiation and their characteristics
4. Know the basics of reconciliation and Transitional Justice
5. Acknowledge the differences and similarities that exist are between peacebuilding, peacemaking, peacekeeping, and nation-building operations, and the role played by international organizations in the development of their practice.
6. Be able to analyze successful and unsuccessful Conflict Resolution efforts
7. Understand the different tools that there are to manage and resolve conflicts from the perspective of International Relations
8. Know and differentiate some of the theoretical models posited by scholarship to study Foreign Policy decision making
9. Understand and be able to propose a model of intervention that resorts to the different tools of international mediation and considers international organizations and non-state actors.
- 10 Be able to propose alternatives that could potentially be /have been useful in addressing any given conflict

LEARNING APPRAISAL SYSTEM

ATTENDANCE TO THE CLASSES AND THE INTERDISCIPLINARY SEMINAR IS COMPULSORY

Your final grades will be calculated according to the following criteria:

- Active participation and class activities: 10% (databases analysis; quiz; brief essays)
- Mid-term exam: 20%
- Teamwork and presentation: 20%
- Final exam: 40%
- Interdisciplinary seminar (0.5 ECTS credits): 10%

IMPORTANT REMARKS

- *Final exam will be marked from 1 to 10. You need to get a minimum score of 5 in the final exam to pass the subject
- *The team work must be a critical analysis of a topic related to the subject.
- *All students must fully participate in class and respect other´s opinions.
- *All students must arrive on time for all classes.
- *All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency. Failure to meet deadlines or adhere to the class expectations will result in a negative impact on the grade.

ALTERNATIVE EVALUATION SYSTEM FOR EXCEPTIONAL CASES, STUDENTS WITH AN APPROVED ACADEMIC WAIVER (DISPENSA) AND STUDENTS RETAKING THE COURSE

Students will have to write 3 essays following the instructions given by the professor. The essays will revolve around key aspects of the course and will have a maximum lenght of 2000 words each.

THE 3 ESSAYS WILL ACCOUNT FOR 45% (15% each) OF THE FINAL GRADE

FINAL EXAM: 55%

*Final exam will be marked from 1 to 10. You need to get a minimum score of 5 in the final exam to pass the subject
*All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency.

EXTRAORDINARY CALL

Students will have to write 2 essays following the instructions given by the professor. The essays will revolve around key aspects of the course and will have a maximum length of 1.500-2.000 words each.

Essay 1: 15%

Essay 2: 15%

Final Exam: 70%

*Final exam will be marked from 1 to 10. You need to get a minimum score of 5 in the final exam to pass the subject
*All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency.

The students can request to the Academic Coordination Secretariat an exemption of class attendance for incompatibility of class schedules, work purposes or personal reasons. The students will be notified by the Academic Coordination Secretariat on how to proceed in each case. Once the exemption has been officially granted, the students must follow the average evaluation requirements (including tasks requested by the lecturer in the classroom) except for those requiring attendance, participation or other tasks performed in the classroom

"Alumnos con dispensa académica aprobada. Un alumno podrá obtener dispensa académica por motivos de trabajo, incompatibilidad de horarios, enfermedad u otros que estime la Dirección de la Carrera, previa petición de la misma en Coordinación Académica aportando la documentación que se exija a tal efecto. Una vez concedida, se notificará oficialmente tanto al profesor afectado como al alumno que lo haya solicitado desde Coordinación Académica.

Alumnos en segunda matrícula o sucesivas y alumnos UFV en estancia de intercambio. Para estos, no es necesario solicitar dispensa. Estos alumnos podrán acogerse al sistema de evaluación continua, siempre y cuando cumpla con todos los requisitos incluida la asistencia a clase. En caso contrario deberán seguir el sistema alternativo de evaluación.

En cualquiera de los casos, es responsabilidad del alumno el seguimiento de la asignatura, así como de los aspectos que componen su evaluación."

"PLAGIARISM"

Plagiarism, as well as the use of illegitimate means in the evaluation tests, will be sanctioned in accordance with the penalties established by the UFV's "Normativa de Evaluación" and "Normativa de Convivencia"

"Los alumnos están obligados a observar las reglas elementales y básicas sobre autenticidad y originalidad en toda actividad formativa o prueba de evaluación. Cuando un alumno disponga o se valga de medios ilegítimos en la celebración de una prueba de evaluación, incurra en plagio, o se atribuya indebidamente la autoría de trabajos académicos requeridos para la evaluación será sancionado conforme a lo establecido en la Normativa de Evaluación y Normativa de convivencia de la Universidad.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

edited by Jacob Bercovitch; Victor Kremenyuk and I. William Zartman. The Sage Handbook of Conflict Resolution / London :SAGE,2009.

Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. Contemporary Conflict Resolution: The prevention, management and transformation of deadly conflicts / 4th ed. Cambridge :Polity Press,2017.

Crocker, Chester A., Hampson, Fen Osler, and Aall, Pamela International negotiation and mediation in violent conflicts. The changing context of Peacemaking
Routledge 2018

Darby, J y Ginty R.M. Contemporary Peacemaking: Conflict, Peace Processes and Post-war Reconstruction
Palgrave 2008

Ho-Won Jeong Conflict Management and Resolution: An introduction
Routledge 2009

Bercovitz, J. and Jackson, R Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches
University of Michigan Press. 2009

Additional

Ken Binmore. Game theory [electronic resource] :]a very short introduction / New York :Oxford University Press,2007.

Johan Galtung. Peace by peaceful means :peace and conflict, development and civilization / Oslo :International Peace Research Institute ;London ;Thousand Oaks, Calif. :Sage Publications,1996.

edited by Chandra Lekha Sriram [and others]. Transitional justice and peacebuilding on the ground :victims and ex-combatants / London ;New York :Routledge,2013.

Fabra-Zamora, J.L., Molina-Ochoa, A., and Doubleday. N.C. (Eds.) The Colombian Peace Agreement: A Multidisciplinary Assessment
Routledge. 2021

Franco Conforti ; prologado por Johan Galtung. Construcción de paz :diseño de intervención en conflictos / 3 edición ampliada. Madrid :Dykinson,2018.

Galtung, J. and Fischer, D Johan Galtung: Pioneer of Peace Research
Springer. 2013

Gready, P. The Era of Transitional Justice: The Aftermath of the Truth and Reconciliation Commission in South Africa and beyond
Routledge 2011

Richmond, O.P. and Visoka, G. (Eds.) The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation
Oxford University Press. 2021

Rodrigo, J. y Alegre, D. Comunidades rotas: Una historia global de las guerras civiles (1917-2017)
Galaxia Gutenberg. 2019