



OMNES
EDUCATION
LONDON SCHOOL

PROGRAMME DESCRIPTION & MODULE HANDBOOKS

YEAR 3 INTERNATIONAL RELATIONS

LONDON



Programme Description

Name of the programme: Y3 International Relations

Key information:

Dates: 5 September to 6 December 2024 (exams included)

Duration: 13.5 weeks (holiday: 26 October to 3 November 2024)

Level: Level 6 (Undergraduate Year 3)

Total number of teaching hours: 181.5

ECTS: 30

Prerequisites: Completion of Level 5/Undergraduate Year 2 of Political Science studies

Examination Board Date: 25 January 2025*

Resit Exams Dates: 26 February to 1 March 2025 (online)*

Resit Examination Board Date: 20 March 2025*

**The forecasted dates of the Examination Boards and the Resit Exams are indicated in the programme description, although they are subject to change based on circumstances*

Programme Lead Name: Dr Anastasia Nassauer

Programme Advisor Name, Title and Institution: H el ene Crespin, National Programmes Director, HEIP France

Aims of the Programme:

The focus in this semester of Year 3 Undergraduate Studies in International Relations is to give students an in-depth knowledge of the various factors – economic, political, technological, and cultural – affecting international relations, each course taught by experts in the relevant areas. The programme takes full advantage of its location in London, a major world city, and includes cultural visits across the city and in-depth discussion of both domestic and global British politics.

Programme Benefits:

This programme offers students:

- A distinctive broad curriculum – students engage in experiential, experimental, and collaborative learning through a variety of modules focusing on International Relations. Students are immersed in an intensive week of a diplomacy game, themed around Middle Eastern security and geopolitics, and intended to be an innovative way of investigating the issues the region faces.
- Enhanced employability skills – students cultivate a wide range of relevant skills including teamwork, communication, critical analysis, intellectual curiosity or organisation. The programme emphasises developing critical thinking skills and the ability to research, engage in debate, and construct persuasive arguments. Students will also have the valuable opportunity to network in business and academia.
- A perspective and experience – the opportunity to relate what students learn to global developments, particularly the challenges of EDI, climate change, and world security.
- An emphasis on the control and dissemination of information, highlighting issues such as online propaganda, radicalization, and conspiracy theories; OSINT; censorship; corporate control of the media; privacy concerns, surveillance technology, and the challenges and opportunities facing modern journalism.
- A study abroad experience – students develop their autonomy and practise their English skills by living in a foreign country and attending classes taught entirely in English.

Learning Outcomes:

Knowledge

By the end of this programme, students will have demonstrated:

1. A broad and in-depth knowledge of current theory and techniques of the major political science disciplines.

Skills

By the end of this programme, students will be able to:

2. Exhibit examples of leadership and teamwork skills for international relations decision making, including the consideration of ethical and sustainability implications for international relations.
3. Demonstrate the ability to effectively communicate complex ideas orally and in writing by engaging in challenging discussion, debates, and presentations.
4. Apply critical thinking skills in a broad range of areas.
5. Engage with and critique different global perspectives and in particular the UK ones.

Values

By the end of this programme, students will have demonstrated a commitment to:

6. Recognising, respecting, and applying the five values of OELS.

Programme Structure:

ACADEMIC PROGRAMME <i>(subject to change)</i>	Hours	ECTS
Multilateral Institutions: Economy		
Key Institutions: IMF, WORLD BANK, WTO, ECB, EU	24	4
International Media Review	19.5	3
Multilateral Institutions: Security		
Geopolitics & International Relations	12	2
Contemporary Security Policy & the Middle East	12	2
History, Ethics & Politics		
British History	24.5	4
Ethics & International Relations	12	2
Public Affairs & Lobbying	24	4
Environmental Strategies	13.5	2
Soft Skills & Projects		
Community Engagement Project	12	2
Leadership & Personal Development	18	3
Diplomacy Game	12	2
Masterclasses & Visits <i>(depending on availability)</i>		
Optional English Support	12	0
Guest Speaker(s)	TBC	-

Approach to Learning:

Each module is taught differently depending on the aims, the content and the skills required but in each, students are expected to read and watched assigned material (text, articles, podcasts, videos...) independently, attend all classes, workshops and activities in their schedule (unless noted "optional"), actively participate in group discussions, and where appropriate, work in collaboration with their peers for formative and summative assessments.

Module Handbook

Module title: Key Institutions: IMF, WB, WTO, ECB and EU

Lecturer's name: Dr Adrian Budd

Email address: abudd@omnesintervenant.com

Contact hours: 24 hours

Assessment hours: 10 minutes for the group presentation (session 12 or 13). 90 minutes for the final exam on 6 December

Independent study hours expected: 48 hours

ECTS credits: 4 ECTS

Programme level: Level 6: Year 3 Undergraduate

Prerequisites: Completion of Level 5

Aims:

This module explores key multilateral institutions and international organisations that have helped shape the contemporary international system. In studying the International Financial Institutions and other organisations – and their activities and policies - students will deepen their knowledge and understanding of important global processes and of the multi-level political structure of the contemporary international system. They will enhance their understanding of the relevance of global civil society to decision-making and thereby their own capacity to influence global policy-making. They will also develop their critical-analytical and evaluative skills, thereby enhancing their employability and deepening their capacity to make meaningful life-choices.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will have demonstrated:

1. knowledge of key global institutions and international organisations and their roles, policies and impacts;
2. recognition of the contested nature of international institutions and of reform proposals, and of the emergence of potential rival (regional) institutions.

Skills

By the end of this module, students will be able to:

3. apply critical thinking skills to data, arguments, concepts, policies and events related to the multi-layered international system;
4. evaluate the power and policies of key institutions and their impacts.

Values

By the end of this module, students will have demonstrated a commitment to:

5. recognizing the ethical dimension of international relations and of decision-making in, and against, key global institutions.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to International Organizations and institutions Learning using maps and data	Knowledge acquisition Critical thinking skills	1 3
2	Pax Americana and the creation of the liberal international order	Knowledge acquisition Critical thinking skills	1, 2 3
3	The United Nations system – origins, development and structure	Knowledge acquisition Critical thinking skills	1, 2 3
4	The IMF – purpose, processes, practice, funding	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
5	The World Bank - purpose, processes, practice, funding Guest speaker from the World Bank	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
6	GATT/WTO – the open world economy and rules of international trade	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
7	The IFIs – critique and contestation 1: case study on structural adjustment in the Global South	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
8	The IFIs – critique and contestation 2: the rise of regional institutions (AIIB, NDB (BRICS), AMF)	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
9	Key global institutions – debates on reform	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
10	The EU and ECB - key institutions of an emerging global power?	Knowledge acquisition Critical thinking skills	1, 2 3, 4, 5
11	The transnationalisation debate	Knowledge acquisition Critical thinking skills	1, 3, 5

12	Group presentations	Critical thinking skills Teamwork Communication	3, 4, 5
13	Group presentations	Critical thinking skills Teamwork Communication	3, 4, 5
14	Contemporary challenges to the liberal world order – populism/nationalism, superpower rivalry, tech wars, tendencies towards ‘decoupling’ and ‘blocification’	Knowledge acquisition Critical thinking skills	1, 2, 3, 4, 5
15	Module summary		
16	Revision and exam techniques		

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies which emphasize student-centred learning. It thereby provides a stimulating learning environment that encourages students to take control of their own learning, to engage with and develop a wide range of relevant knowledge and skills, and to work collaboratively while developing individual self-awareness, voice and agency. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body. The module will frequently use an approach rooted in Socratic dialogue to foster students’ exploration of concepts and meanings and of the power relations and social interests that lie behind official statements and claims.

Teaching and Learning Strategies include:

- Classroom discussions and debate (frequently using a flipped classroom approach in which students generate questions and discussion points)
- Quizzes
- In-class research activities
- Reflective exercises
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be used:

- Short-answer and multiple choice quizzes each week
- In-class discussion and student participation
- Short mock exam in which students produce 2 essay plans
- Group and individual work (selectively presented to the whole class) on key concepts and issues
- Group-based work on constructing infographics on key issues

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed ? Y/N	Duration	Weighting	LOs
Sessions 1-11, 13-14	Participation	Students will be assessed on their classroom participation - frequency and quality.	N		20%	1, 2, 3, 4, 5
Sessions 12-13	Group presentation	Short presentation (Powerpoint or Prezi), in which all group members participate,	N	10 mins	20%	1, 2, 3, 4, 5
6 December	Exam	On paper	Y	1.5 hours	60%	1, 2, 3, 4, 5
Resit Information	On MS Teams	Online presentation (Powerpoint or Prezi), lasting 10 minutes (with an additional 5 minutes for questions). Students will be required to address 2 questions related to the content of the module that will be uploaded to the VLE a week before the presentation.	N	15 mins	100%	1, 2, 3, 4, 5

The assessment criteria for all assessments will be the generic institutional criteria available on Boostcamp.

Grades and written feedback on the group presentations will be provided the following week.

Feedback Strategies:

The student-centred learning adopted in the module ensures that there will be frequent opportunities for feedback on student work and participation. This will include generic written feedback on quizzes and essay plans and verbal feedback on classroom contributions and activities (which will also provide an opportunity for peer feedback).

Reading Lists:

- Archer, C. (2015) *International Organizations* 4th edition. Abingdon: Routledge.
- Baylis, J. et al (eds.) (2019/2023) *The Globalization of World Politics* 8th or 9th edition. Oxford: Oxford University Press.
- Beeson, M. & Bisley, N. (eds.) (2016) *Issues in 21st Century World Politics* 3rd edition. Basingstoke: Palgrave Macmillan.
- Budd, A. (2013) *Class, States and International Relations: a critical appraisal of Robert Cox and neo-Gramscian theory*. London: Routledge.
- Cafruny, A. and Ryner, M. (eds.) (2003) *A ruined fortress? neoliberal hegemony and transformation in Europe*. Lanham: Rowman and Littlefield.
- Eichengreen, B. (2019) *Globalizing Capital. A History of the International Monetary System* 3rd edition. Princeton, NJ: Princeton University Press.
- James, H. (2024) *The IMF and the European Debt Crisis*. Washington, DC: International Monetary Fund.
- Robinson, W. (2004) *A Theory of Global Capitalism: Production, Class, and State in a Transnational World*. Baltimore: John Hopkins University Press.
- Stiglitz, J. (2017) *Globalization and its Discontents Revisited: anti-globalization in the era of Trump*. London: W.W. Norton and Co.
- Van Der Pijl, K. (1998) *Transnational Classes and International Relations*. London: Routledge.
- Wallace, H. et al (eds.) (2020) *Policy-making in the European Union* 8th edition. Oxford: Oxford University Press.
- Weller, P. & Xu Yi-chong (eds.) (2017) *The Politics of International Organizations: Views from insiders*. Abingdon: Routledge.
- Wiener, A. et al (2019) *European Integration Theory* 3rd edition. Oxford: Oxford University Press.

Additional resources

The following journals periodically cover the issues addressed in this module:

Foreign Affairs <http://www.foreignaffairs.org/>

International Affairs <https://academic.oup.com/ia>

International Organization <https://www.cambridge.org/core/journals/international-organization>

The following websites should be particularly useful for this module:

<https://www.imf.org/en/Home>

<https://www.worldbank.org/en/home>

<https://www.wto.org/>

<https://unctad.org/>

Prerequisite:

The module assumes no specific prior knowledge of key institutions and students are only required to have completed their level 5 studies to successfully engage with the module.

Module Handbook

Module title: International Media Review

Lecturer's name: Doctor Clement Grene

Email: cgrene@omnesintervenant.com

Contact hours: 19.5

Assessment hours: 1.5 hrs for invigilated essay; 15-20 minutes for presentation

Independent study hours expected: 36

ECTS credits: 3

Programme level: Level 6

Prerequisites: Basic understanding of current events, strong proficiency in English

Aims:

The goal of this module is to give students an overview of issues facing journalism in the present day, such as the technological, political, social, and economic factors leading to the rise of problems such as clickbait, fake news, mass surveillance, and conspiracy theories. The course will give students greater confidence and understanding in dealing with sources of online information, giving them the capacity to spot signs of bias, sensationalism, and propaganda in an article or video clip. In doing so this will make students less vulnerable to manipulation and better informed on current events.

Learning Outcomes (LOs):

On completion of this module, students will be able to:

Knowledge

By the end of this module, students will have demonstrated:

1. Knowledge and understanding of the key points of the international media landscape

Skills

By the end of this module, students will be able to:

2. Research and critically assess issues of media manipulation and censorship

Values

By the end of this module, students will have demonstrated a commitment to:

3. the value of free speech and a free press

Syllabus Content:

The course deals with topics that can be highly controversial. Articles read in class and videos viewed may touch on distressing topics such as torture, sexual violence, genocide and ethnic cleansing. They will be handled as sensitively as possible and students will be warned beforehand.

The course discusses geopolitics and world events. It will present them as even-handedly as possible but students will be encouraged to debate, argue, and disagree with one another as well as the lecturer in a professional and respectful manner.

Sessions	Topic	Skills	LOs
Session 1	Economic Models of Journalism	Thinking and reading critically	1, 2, 3
Session 2	Conspiracy Theories	Logical reasoning and empathy	1,2, 3
Session 3	Fake News and Sensationalism	Thinking and reading critically	1, 2, 3
Session 4	Censorship	Debate and critical thinking	1, 2, 3
Session 5	Populism and Violence against the Press	Research, active listening, and public speaking	1, 2, 3
Session 6	Propaganda	Thinking and reading critically	1, 2, 3
Session 7	Information Warfare	Debate and logical reasoning	1, 2, 3
Session 8	Bias and Corporate Ownership of the Media	Debate and public speaking	1, 2, 3
Session 9	Privacy and Surveillance	Debate and critical thinking	1, 2, 3
Session 10	Leaks and Transparency	Debate and critical thinking	1, 2, 3
Session 11	OSINT	Thinking and reading critically	1, 2, 3
Session 12	Technology and the Future of the Media	Research and public speaking	1, 2, 3

Teaching and Learning Strategies:

This module uses a wide range of teaching strategies to keep the information as clear, accessible, and engaging as possible. Students will work both collaboratively and individually in researching, debating, and explaining topics, using examples that are relevant and contemporary. Students will be encouraged to draw on their own personal experience in analysing and discussing these issues, taking advantage of the diverse backgrounds and nationalities within the class.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Practice exercises for writing and research
- “Flipped” classroom techniques in which students take the lead

Formative and Summative Assessment Strategies:

Formative Assessments

In most classes, students will be given a text to read, relevant to the topic for the session, then given questions on it to answer. These questions will range from simple multiple-choice questions about the topic and thesis of the text, intended to test and reinforce basic reading comprehension skills, to more abstract and open-ended questions intended to provoke debate and critical thinking. In this way, students will both gain knowledge of the topics covered by the course, but also develop critical reading and thinking skills.

In some classes, students will be split into groups and each group will be assigned a particular topic to research and then present to the class (eg, the murder of Daphne Caruana Galizia). The other groups will then have to answer questions on this presentation in an in-class quiz. This is intended to build both class-wide knowledge of the topic, but also to encourage students to reflect upon and practise skills in both communication and active listening.

The class will also have to respond to open-ended questions put to them by the lecturer (eg, “Why do people believe in conspiracy theories?”, “Is censorship ever justified?”); sometimes by debating among themselves in groups, sometimes individually. These questions are designed to make them think critically and logically about these topics by framing them in an unusually direct or provocative way.

Summative Assessments

Students' grades will be based on three assessments:

Session of assessment	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 4-12	Presentation	In group of 4, students will present for 10-15 minutes on a topic relevant to the course, either suggested by the lecturer or else chosen with the lecturer's approval.	40%	2, 3
Session 12	Exam	Students will individually write a 1,000 word essay on a topic relevant to the course. They will be given a choice of 4-5 topics by the lecturer (eg, "Stewart Brand said that "Information wants to be free". What did he mean by this, what was the context, and do you agree?").	50%	1, 3
Throughout	Participation	Students will be marked on their willingness to pay attention and involve themselves in debate in class	10%	4

Final Exam

Invigilated?	Yes
Duration	1 ½ hrs
PC Lab or paper?	PC

Resits

Students who fail the course (but have attended at least half the course's classes) will have the chance to resit it at a later date by completing a quiz on Boostcamp.

Feedback Strategies:

Students will get continuous feedback from the lecturer but also from their fellow students as they debate and discuss ideas in class. Clarity and cogency will be recognised and applauded. If their ideas are incoherent or founded on faulty logic or misinformation, that will be made clear to them – though they'll always be encouraged to challenge the lecturer if they disagree.

One of the most valuable sources of feedback for students will be the in-class presentations. If a group's presentation of the facts is unclear, confusing, or just not particularly engaging or energetic, that will be unambiguously reflected in the post-presentation quiz; few listeners will be able to answer even basic questions on what was said. Because this is a periodic exercise, students will have the opportunity to reflect on their own performance and what they may have done wrong, with the possibility of being able to do better next time, and the ultimate benefit of being able to put the skills they have developed to use in the final presentation.

Another source of feedback will be the questions on the assigned reading for each class. If students struggle to correctly answer even the basic MPC questions on a text, it should be clear to them that they need to develop their reading comprehension.

Reading Lists:

Suggested Bibliography

Aaronovitch, D. (2010), *Voodoo Histories: The Role of Conspiracy Theories in Modern History*, London: Vintage

Geoghegan, P. (2020), *Democracy for Sale: Dark Money and Dirty Politics*, London: Apollo

Harding, L. (2020), *Shadow State: Murder, Mayhem, and Russia's Remaking of the West* London: Faber & Faber

Higgins, E. (2021), *We are Bellingcat: An Intelligence Agency for the People*, London: Bloomsbury

Kynge, J. (2009), *China Shakes the World: The Rise of a Hungry Nation* London: W&N

Pomerantsev, P. (2019), *This is Not Propaganda: Adventures in the War Against Reality* London: Faber & Faber

Smith, A. and de Mesquita B.B. (2011) *The Dictator's Handbook: Why Bad Behaviour is Almost Always Good Politics*, London: PublicAffairs

Treisman, D. and Guriev, S. (2022), *Spin Dictators: The Changing Face of Tyranny in the 21st Century*, Princeton: Princeton University Press



Prerequisite:

This is an introductory module. Students are not expected to have any specialised knowledge before commencing, although an understanding of and interest in current events will be very helpful.



Module Handbook

Module title: Geopolitics & International Relations

Lecturer's name: Dr. Kevin Coffey

Email address: kcoffey@omnesintervenant.com

Assessment Hours: 90 minutes for final assessment.

Contact hours: 12 hours

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Aims:

This course aims to provide students with a comprehensive understanding of the central contemporary trends in global politics as of 2024. By exploring key dynamics such as great power rivalry, cooperation and connectivity, and populism, students will develop knowledge of an increasingly volatile geopolitical landscape. The course will equip students with theoretical frameworks and practical analytic skills to evaluate and interpret real-life geopolitical case studies, including Russia and China. This knowledge and skill set will enhance students' employability by preparing them for careers in international diplomacy, policy analysis, global consultancy, risk assessment, and intelligence analysis.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. Recognition of the core theories of international relations and their relevance to global cooperation and conflict.

Skills: By the end of this module, students will be able to:

2. Apply critical thinking skills to analyze how geopolitics and global interconnections among nations impact on domestic politics (i.e. populism), capacity to trade and ensure security.

Values: By the end of this module, students will have demonstrated a commitment to:

3. Recognizing and appreciating the complexity of global politics and the ethical implications of political and economic decisions in an interdependent world.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	What is geopolitics? <i>Learning through analyzing maps.</i>	Knowledge acquisition & Critical Thinking Skills	2,3
Session 2	Geopolitical case study: China	Knowledge Acquisition & Critical Thinking Skills.	2,3
Session 3	Neorealism: Understanding power in international relations	Knowledge acquisition & critical thinking skills	1
Session 4	Neoliberal Institutionalism: Why do states cooperate?	Knowledge acquisition & critical thinking	1.
Session 5	Connectivity: Does globalization contribute to global stability and prosperity, or increased disorder?	Knowledge acquisition & Critical Thinking skills	1,2,3
Session 6	Alternative theories of international relations: Constructivism, Marxism and Feminism.	Knowledge Acquisition & Critical Thinking Skills	1
Session 7	Simulation	Critical Thinking skills, negotiation,	1,2,3

	Students adopt country roles in a simulation based on geopolitics in the Asian-Pacific, and negotiate with one another to achieve negotiated settlements on trade and security.	communication and teamwork.	
Session 8	Populism: How global connectivity can impact on domestic politics	Knowledge acquisition & Critical Thinking Skills	1,2,3

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body. In particular, the course will strongly be oriented towards Laurillard's conversational model in which students generate actions related to a concept (e.g. operationalizing the concept of power), and then are provided feedback on that action. These actions refine their understanding of the concept.

Teaching and Learning Strategies include:

- Flipped classroom model: students generate discussion questions.
- Quizzes
- In-class research activities
- Simulations

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions. (Wrong answers will be provided with feedback).
- In-class discussion and student participation.
- Students regularly contribute to the forum by posting and responding to links/short posts on content that is being covered in class.
- The teacher uses concept check questions to check understanding.
- Creating an infographic detailing the geopolitics of a selected case study in session 1.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
Sessions 1,2,3,4,5, 6,7,8	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).	N		30%	1,2,3
Scheduled for after the final session	Exam	On Paper (marking criteria available on Boostcamp).	Y	90 minutes	70%	1,2,3.
	Resit	Online (Boostcamp quiz)	N	60 minutes	100% replaces final grade (capped at 10/20)	1,2,3

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. Students will be provided teacher as well as peer-to-peer feedback by posting links/comments on Boostcamp in relation to course content.
5. The role play simulation will facilitate peer-to-peer feedback.

Reading Lists:

- Baylis, J. & Smith, S. (2013) *Globalization and World Politics: An Introduction to International Relations*. 3rd ed. Palgrave Foundation.
- Khanna, P. (2016) *Connectography: Mapping the Future of Global Civilization*. Random House.

- Leonard, M. (2021) *Age of Unpeace: How Connectivity Causes Conflict*. Penguin Books. Orion Publishing.
- Rachman, G. (2022) *The Age of the Strongman*. Penguin Press.
- Wolf, M. (2023) *A Crisis in Democratic Capitalism*. Allen Lane.

Prerequisite:

Students only require a basic understanding of geopolitical facts (i.e. China is rising, Russia is a geopolitical rival of the West).

Preparation:

Students will not be required to do any pre-module preparation.



Module Handbook

Module title: Contemporary Security Policy in the Middle East

Lecturer's name: Dr. Kevin Coffey

Email address: kcoffey@omnesintervenant.com

Assessment hours:

Contact hours: 12 hours

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Aims:

This course aims to provide students with a comprehensive understanding of the Middle East's complex security environment and political dynamics. Students will explore key trends, political identities, state weaknesses, and regional alliances. The course is primarily based on developing critical thinking skills related to policy making and diplomacy. They will be introduced to different conceptual frameworks, theories and methodologies, such as forecasting, wicked problems and complex realism. The course prepares students to evaluate security risks using these models such as state collapse in the region. This knowledge will significantly contribute to their future employability and personal growth in international relations, policymaking and security studies.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. Identification of the key trends shaping the Middle East security environment.

Skills: By the end of this module, students, using critical thinking skills, will be able to:

2. Apply frameworks such as political forecasting and wicked problems to evaluate complex security issues in the Middle East.
3. Apply complex realist theory to elicit drivers of foreign policy in the Middle East.

Values: By the end of this module, students will have demonstrated a commitment to:

4. Recognizing and appreciating the uncertainty and complexity in policy making within politically volatile security environments like the Middle East.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	A geopolitical overview of the Middle East <i>Why is the Middle East and North Africa (MENA) so insecure? (i.e. civil conflicts and regional conflicts, revolutions, protests).</i>	Knowledge acquisition	1, 2
Session 2	Political Forecasting	Critical thinking	2,4
Session 3	Addressing wicked problems	Critical thinking	2,4
Session 4	Complex Realism - a theoretical approach to understanding the Middle East.	Critical thinking	3
Session 5	Weak statehood and the puzzle of political reform	Knowledge acquisition	1
Session 6	Regional alliances & international alliances	Knowledge acquisition	1

Session 7	<p>Review of key trends in Middle East (as taught by students) as drivers of insecurity</p> <ul style="list-style-type: none"> - <i>Iran's role</i> - <i>Weak statehood</i> - <i>Political Reform</i> - <i>Regional institutions</i> - <i>External actors</i> 	Knowledge Acquisition; Presentation	1
Session 8	<p>Israel and Palestine</p> <p><i>Applying models to forecast whether a future settlement is likely, and whether the conflict is a wicked problem.</i></p>	Knowledge acquisition & Critical Thinking	1,2,3

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Lecturing
- Discussion questions
- Quizzes
- Case study analysis
- Use digital tools such as Mentimeter.com to facilitate student-teacher interactions on course content.
- Use VLE (Moodle) for students to study relevant content and perform peer-to-peer presentations based on this content.

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Moodle after all sessions. (Wrong answers will be provided with feedback).
- In-class discussion and student participation.
- Students regularly contribute to the forum by posting and responding to links/short posts on content that is being covered in class.
- Continued completion of preparatory research for political forecasting exercise.

Summative Assessments:

Students will be evaluated on the basis of assessment criteria designed by the lecturer.

Session of assessment	Name of assessment	Format of assessment	OELS Invigilation if needed	Duration	Contribution to final grade	LOs
Sessions 1,2,3,4, 5,6,7,8	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).	N		30%	1,2,3,4.
Schedule for after the final session	Research paper	Students complete a research paper (approx. 2,000 words) related to either: <ol style="list-style-type: none">1. Political forecast of an emerging crisis of Iran acquiring nuclear weapons or wider regional conflict breaking out in 2025. Or <ol style="list-style-type: none">2. Diplomatic Cable analyzing the drivers of either Saudi Arabian or Iranian foreign policy in 2024. Evaluated on the basis of marking criteria available on Boostcamp.	N		70%	1,2,3,4

Resit	Exam	Online (Boostcamp quiz)	N	60 minutes	100% (replaces final module grade)	1,2,3,4

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. Students will be asked to perform actions like write an entry on Menti.com.
5. Students will be provided teacher as well as peer-to-peer feedback by posting links/comments on Boostcamp in relation to course content.
6. Feedback on final research paper.

Reading Lists:

- Al-Jazeera (2018) *Shifts in the Middle Eastern Balance of Power*. <<https://studies.aljazeera.net/en/reports/2018/09/shifts-middle-east-balance-power-historical-perspective-180902084750811.html>>
- Fawcett, Louise (2019) *The International Relations of the Middle East*, 5th edition.
- Foreign Affairs Magazine (2022) *The Middle East Moves On*.
- Marshall, Tim (2015) *Prisoners of Geography: Ten Maps that will tell you everything you need to know about Global Politics*, Chapter 6: The Middle East.
- POMEPS Study (2015) *International Relations Theory and a Changing Middle East*.
- The Economist (2021) *The Arab World* (Special Report).
- Tetlock, P.E. and Gardner, D., 2015. *Superforecasting: The Art and Science of Prediction*. New York: Crown Publishers.

Prerequisite:

The course is pitched at a level in which students have a good understanding of international affairs.

Preparation:

No preparation is necessary.

Module title: British History

Lecturer's name: Clement Grene

Email address: cgrene@omnesintervenant.com

Contact hours: 24.5

Assessment hours: 1.5 hour for final exam after Session 16; 15-20 minutes for presentation

Independent study hours expected: 48

ECTS credits: 4

Programme level: Level 6

Prerequisites: Strong proficiency in reading, writing and speaking English

Aims:

The goal of this module is to help students understand a broad outline of British history (with a focus on England and London, since they're in London) and in particular understand the historical origins of British political and social culture.

Learning Outcomes (LOs):

On completion of this module, students will be able to:

Knowledge

By the end of this module, students will have demonstrated:

- 1) Students will be able to explain the key points of British history, from the Neolithic era to the present day.

Skills

By the end of this module, students will be able to:

- 2) Students will be able to explain the most significant factors in shaping British political and cultural identity today.
- 3) Students will be able to debate and discuss important historical issues related to Britain.

Values

By the end of this module, students will have demonstrated a commitment to:

4. exploring the diversity and richness of British history

Syllabus Content:

Sessions	Topic	Skills	Los
Session 1	Neolithic Britain and the World of Stonehenge	Debate, reading, and writing	1, 2, 3, 4
Session 2	Roman Britain and the <i>Pax Romana</i>	Debate, reading, and writing	1, 2, 3, 4
Session 3	Anglo-Saxon Britain	Debate, reading, and writing	1, 2, 3, 4
Session 4	Plantagenet Britain, Part 1	Debate	1, 2, 3, 4
Session 5	Plantagenet Britain, Part 2	Debate, reading, and writing	1, 2, 3, 4
Session 6	Tudor Britain, Part 1	Debate, reading, and writing	1, 2, 3, 4
Session 7	Tudor Britain, Part 2	Debate, reading and writing	1, 2, 3, 4
Session 8	Stuart Britain, Part 1	Debate, reading and writing	1, 2,3, 4
Session 8	Stuart Britain, Part 2	Debate, reading, and writing	1, 2, 3, 4
Session 9	Georgian Britain	Debate, reading, and writing	1, 2, 3, 4
Session 10	Victorian Britain	Debate, reading, and writing	1, 2, 3, 4
Session 11	The Age of Slavery (taught by Nana Ocran)	Debate, reading, and writing	1, 2, 3, 4
Session 12	The Twentieth Century, Part 1	Debate, reading, and writing	1, 2, 3, 4
Session 13	The Twentieth Century, Part 2	Debate, reading and writing	1, 2, 3, 4
Session 14	Immigration, Race and British Identity in the Twentieth Century (taught by Nana Ocran)	Debate, reading, and writing	1, 2, 3, 4
Session 15	21 st Century Britain	Debate, reading, and writing	1,2,3, 4
Session 16	Presentations	Debate	1, 2, 3, 4

Teaching and Learning Strategies:

This module uses a wide range of teaching strategies to keep the information as clear, accessible, and engaging as possible. Students will work both collaboratively and individually in researching, debating, and explaining topics, using examples that are relevant and contemporary. Students will be encouraged to draw on their own personal experience in analysing and discussing these issues, taking advantage of the diverse backgrounds within the class.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Practice exercises for writing and research

Formative and Summative Assessment Strategies:

Formative Assessments

In most classes, students will be given a text to read, relevant to the topic for the session, then given questions on it to answer. These questions will range from simple multiple-choice questions about the topic and thesis of the text, intended to test and reinforce basic reading comprehension skills, to more abstract and open-ended questions intended to provoke debate and critical thinking. In this way, students will both gain knowledge of the topics covered by the course, but also develop critical reading and thinking skills.

In some classes, students will be split into groups and each group will be assigned a particular topic to research and then present to the class. The other groups will then have to answer questions on this presentation in an in-class quiz. This is intended to build both class-wide knowledge of the topic, but also to encourage students to reflect upon and practise skills in both communication and active listening.

The class will also have to respond to open-ended questions put to them by the lecturer (eg, “Why did the Romans choose London as the capital for their province?”) sometimes by debating among themselves in groups, sometimes individually. These questions are designed to make them think critically and logically about these topics by framing them in an unusually direct or provocative way.

Summative Assessments

Students’ grades will be based on three assessments:

Session of assessment	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 5-12	Final Presentation	In group of 4, students will give a 15-minute presentation on a historic site they visited or an episode in British history.	40%	2, 4
Post-course	Exam	Students will individually write a 1,000-word essay on a topic relevant to the course. They will be given a choice of 4-5 topics by the lecturer.	50%	1, 3, 4
Throughout	Participation	Students will be marked on the basis of their willingness to pay attention and involve themselves in debate in class	10%	1

Final Exam

Invigilated?	Yes
Duration	1 ½ hrs
PC Lab or paper?	PC

Resits

Students who fail the course (but have attended at least half the course's classes) will have the chance to resit it at a later date by completing an hour-long quiz on Boostcamp.

Feedback Strategies:

Students will get continuous feedback from the lecturer but also from their fellow students as they debate and discuss ideas in class. Clarity and cogency will be recognised and applauded. If their ideas are incoherent or founded on faulty logic or misinformation, that will be made clear to them – though they'll always be encouraged to challenge the lecturer if they disagree.

One of the most valuable sources of feedback for students will be the in-class presentations. If a group's presentation of the facts is unclear, confusing, or just not particularly engaging or energetic, that will be unambiguously reflected in the post-presentation quiz; few listeners will be able to answer even basic questions on what was said. Because this is a periodic exercise, students will have the opportunity to reflect on their own performance and what they may have done wrong, with the possibility of being able to do better next time, and the ultimate benefit of being able to put the skills they have developed to use in the final presentation.

Another source of feedback will be the questions on the assigned reading for each class. If students struggle to correctly answer even the basic MPC questions on a text, it should be clear to them that they need to develop their reading comprehension.

Reading List

There is no required reading for the course.

Prerequisite:

This is an introductory module. Students are not expected to have any specialised knowledge before commencing.

Module Handbook

Module title: Ethics & International Relations

Lecturer's name: Dr. Kit Barton
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Email address: kbarton@omnesintervenant.com
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Contact hours: 12

Assessment hours: 1.5 hours in Session 8

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6

Prerequisites: None

Aims:

What are the moral and ethical aspects of political decision-making in an international relations context? This module will acquaint the students with the major ethical frameworks that are used by decision-makers to analyse and justify moral judgements. In this module, you will learn and critique theories such as utilitarianism, rights-based theory and Rawlsian contractualism, appreciating how they are used by others and how they can be used by you. Through international case studies, we will see how these function in practice in relation to current pressing issues, including just war theory, population ethics and effective altruism. Through collaborative exercises with other students, using the classroom as a laboratory to test and practice the ideas and techniques, you will develop awareness of how moral reasoning can be utilized effectively.

Learning Outcomes (LOs):

By the end of this module, students will be able to:

1. Collaborate and use networks to solve ethical dilemmas as they arise in international relations circumstances.
2. Critique and synthesize theories, concepts and facts from ethical and moral theory to international relations tasks and ethical dilemmas.

Syllabus Content:

In this section, outline the daily/weekly and content (knowledge and skills) that students will engage with in workshops and private reading:

Sessions	Topic/Knowledge	Skills	LOs
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Session 1	Introduction to moral reasoning in International Relations	Communication & listening skills. Critical reading skills	1&2
Session 2	Moral Theories: Utilitarianism, Rights-Based theory & Contractualism	Communication & listening skills. Critical reading skills	1&2
Session 3	Moral Theories: Utilitarianism, Rights-Based theory & Contractualism [Continued]	Communication & listening skills	1&2
Session 4	Just War Theory	Communication & listening skills. Critical reading skills	1&2
Session 5	Just War Theory [Continued]	Collaboration & networking skills	1&2
Session 6	Population Ethics & Existential Risk	Conceptual & critical thinking skills. Critical reading skills	1&2
Session 7	Non-Identity Problem & the Repugnant Conclusion	Collaboration & networking skills	1&2
Session 8	Oral Exam	Collaboration & networking skills	1&2

Teaching and Learning Strategies:

This module uses lectures, workshops, guided learning, and discussion groups to generate a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Role plays and simulations
- Reflective exercises
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

Practice Class Debate: Students will be asked to present an ethical justification for a specific ethical dilemma. This presentation will be made to the lecturer and other students.

Summative Assessment:

Oral Exam: Students will be required to critique and synthesize theories, concepts and facts from the module in order to interact with case studies. This assessment will demonstrate their understanding of relevant ideas from the class and also their ability to collaborate with others to achieve solutions to specific ethical challenges. . This will provide evidence of engagement with LO's 1 & 2, providing an application of their knowledge of relevant theories from the course, especially in the form of a critical assessment of the case and a reflection their professional development. The OELS marking criteria for presentations will be applied.

Assessment Schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Contribution to final grade	LOs
Session 4	Individual Presentation in Practice Debate	3-4 minute presentation	N	3-4 min	Formative Assessment	1 & 2
Session 8	Oral Exam	5-10 minute oral exam	N	5-10 min	100%	1 & 2
Resit Information	Individual Case Study	Recorded Video (5 minutes) and Individual Written Statement	N		100% (replaces the final module grade)	1 & 2

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including workshops, seminars, simulations and small group discussions. This feedback will be provided by the lecturer and from fellow students.

Practice Class Debate: Students will receive oral feedback from the lecturer and written feedback from their peers immediately after their presentation. The written feedback will be delivered through a pre-prepared 'Class Debate Feedback' form.

Oral Examination: Students will receive direct oral and feedback from the lecturer. Students may also choose to receive supplementary written version of the above feedback.

Resit:

Students who fail the summative assessment will be offered a resit opportunity where they may submit a 5 minute recorded video of them completing individual an oral argument in relation to a case study provided. They will accompany this with an Individual Written Statement (as described above.)

Reading Lists:

- Bostrom, N. (2013). Existential Risk Prevention as Global Priority. *Global Policy*, 4(1), pp.15–31. doi:<https://doi.org/10.1111/1758-5899.12002>.
- Cottingham, J. (2000). *Western philosophy : an anthology*. Oxford: Blackwell.
- Macaskill, W. (2022). *What we owe the future*. New York, Ny: Hachette Book Group, Inc.
- Parfit, D. (1984). *Reasons and persons*. Oxford: Oxford University Press.
- Rachels, S. and Rachels, J. (2019). *The elements of moral philosophy*. 9th ed. New York, Ny: McGraw-Hill Education.

Prerequisite:

None

Module Handbook

Module title: Public Affairs & Lobbying

Lecturer's name: Dr Anastasia Nassauer

Email address: anassauer@omneseducation.com

Contact hours: 24 hours

Assessment hours:

Midterm assessment – individual advocacy campaign analysis (submission after session 7)

Final assessment – 15 min group historic case study presentation (in-class session 15-16)

Independent study hours expected: 36 hours

ECTS credits: 4 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Prerequisites: Completion of Level 5/Undergraduate Year 2 of Political Science studies

Aims:

This module explores forms of political participation and mobilisation, with a focus on political advocacy and lobbying in order to equip students with the capacity to critically analyse political mobilisation, as well as develop the skills to engage in a knowledgeable way in political campaigning and lobbying. The students will explore the conditions of success and failure of national and transnational advocacy campaigns. The thematic scope of the module spans from campaign design in electoral mobilisation and protest politics to advocacy in conflict, international development, human rights and humanitarian organisations.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will have demonstrated:

1. Comprehensive knowledge and in-depth understanding of the practice of political campaigning and advocacy
2. Familiarity with the history of political advocacy, mobilisation and social change
3. Evaluation of the utility of different approaches to political campaigning and lobbying

Skills

By the end of this module, students will be able to:

4. Apply theoretical perspectives to case studies
5. Find, select, analyse, and use empirical data relating to lobbying and political mobilization

6. Collaborate and communicate in teams for public affairs and lobbying study and practice

Values

By the end of this module, students will have demonstrated a commitment to:

7. Recognising and respecting the ethics of campaigning, lobbying and mobilisation

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Module and assessments Introduction to Advocacy	Introducing the course and the topic of advocacy and lobbying	1, 5, 6, 7
2	The History of Political Activism	Exploring the history of political activism and discussing prominent cases in advocacy and lobbying	1, 2, 4, 5
3	Types of Influence	Discussing various types of influence (rhetoric, persuasion and propaganda) and their relevance for advocacy practice	1, 2, 3, 5, 6
4	Advocacy Groups	Exploring the notion of representation and the construction of groups; discussing the concept of representational violence	1, 2, 3, 5
5	Formative assessment – Hot Topics for Lobbyists and Influential Advocacy Groups (campaign analysis report practice)	Engaging in group work to research influential advocacy groups and pressing issues in public affairs	1, 2, 3, 4, 5, 6, 7
6	Controversies and the Moral Case for Lobbying	Studying current and historic debates and discussions around the ethicality of lobbying and political mobilisation	1, 2, 3, 5, 7
7	Summative Assessment – Individual Advocacy Campaign Analysis (submission) Formative assessment – Advocacy campaign case analysis (in-class group presentation practice)	Submitting an individual advocacy campaign analysis (1,000 words) Engaging in group work to analyse advocacy campaign cases in class	1, 2, 3, 4, 5, 6, 7
8	Direct Lobbying	Introducing forms and tactics of direct lobbying and campaigning	1, 3, 4, 5

9	Grassroots Lobbying	Discussing the grassroots approach to lobbying and its power for political mobilisation	1, 3, 5, 6
10	Media Lobbying	Analysing the role of various types of media (traditional and social networks) in political activism and lobbying	1, 2, 3, 5
11	Mass Movements	Exploring the use of mass mobilisation in public affairs and lobbying; historic analysis of influential mass movements	1, 2, 3, 4, 5
12	Large Company Campaigns	Discussing the role of business and MNCs in public affairs, and the instruments available to large companies to take advantage of grassroots lobbying	1, 2, 3, 5, 6, 7
13	Digital Advocacy	Studying tools and approaches employed in online political activism and their power in lobbying social and political change	1, 2, 3, 4, 5
14	Public Affairs in the Circular Economy	Discussing the future trends in political activism and lobbying, and their adaptation to the reality of circular economy	1, 2, 3, 5, 7
15	Summative Assessment – Group Presentations: Historic Case Study	Presenting historic case studies in groups, providing peer feedback	1, 2, 3, 4, 5, 6, 7
16	Summative Assessment – Group Presentations: Historic Case Study	Presenting historic case studies in groups, providing peer feedback	1, 2, 3, 4, 5, 6, 7

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourage students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively as well as individually to develop innovative ideas and solutions. The strategies have been deliberately designed to support students towards learning outcomes and assessments and to cater for diversity and inclusion across the student body.

Teaching and Learning Strategies for this module include:

- Classroom discussions and in-group discussions

- Case studies and reflective exercises
- In-class and independent research exercises
- Group student presentations

Formative and Summative Assessment Strategies:

The assessment strategy is designed to boost students' motivation and encourage them to focus on learning goals rather than performance goals. It is also focused on increasing students' employability.

Formative Assessments:

Throughout the module students will be provided with various group and individual activities to be completed in class. They will participate in in-class discussions, provide and receive peer feedback as well as verbal feedback from the lecturer.

Summative Assessments:

Summative assessment for this module consists of:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Session 7	Individual Advocacy Campaign Analysis (<i>approx. 1000 words</i>)	Students will be provided with an advocacy campaign case, which they will <u>individually</u> analyse, and complete approx.1000 words report. The analysis will focus on controversies of the case and student's proposals for overcoming them.	N	N/A	40%	1, 2, 3, 4, 5, 7
Session 16	Group Historic Case Study (<i>presentation</i>)	Students <u>in groups</u> will select an agreed historical change episode and collaboratively prepare a 15 min presentation showcasing advocacy and lobbying activity that supported the change.	N	15 min	60%	1, 2, 3, 4, 5, 6, 7

Resit	<i>Live oral presentation on MS Teams – Individual Historic Case Study</i>	Students will <u>individually</u> select an agreed historical change episode and prepare a 10 min presentation showcasing advocacy and lobbying activity that supported the change.	N	10 min	100%	1, 2, 3, 4, 5, 7
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Feedback Strategies:

Throughout the module students will be provided with continual verbal feedback on activities completed in class; verbal feedback on formative feedback on presentation rehearsals; peer feedback and reflection upon each other's presentations. Formal written feedback will be provided for summative assessments.

Reading List:

Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge University Press.

Harris, P., Bitonti, A., Fleisher, C.S. and Binderkrantz, A.S. eds., 2022. *The Palgrave encyclopedia of interest groups, lobbying and public affairs*. Springer.

Libby, Pat. 2011. *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively*, Sage Publications.

Zetter, Lionel. 2014. *Lobbying: The art of political persuasion* (3rd edition), Harriman House Publishers

de Waal, Alex. 2015. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. Zed Book Publishers.

Prerequisite:

Completion of Level 5/Undergraduate Year 2 of Political Science studies is required.

Module Handbook – Y3 HEIP 2024

Module title: Environmental Strategies – On Campus

Lecturer's name: Christina Bartholomew

Email Address: cbartholomew@omnesintervenant.com

Contact hours: 13.5

Assessment Hours: 30-minute group presentation after session 7 + 30 minute final exam to be invigilated by external invigilators

Independent study hours expected: 27 hours

ECTS credits: 2

Student level: Level 6 (Year 3)

Prerequisites: Basic understanding of the UN Sustainable Development Goals

Aims:

Environmental Strategies is a highly interactive course employing a Socratic-style teaching technique. This Module will prepare students to develop comprehensive solutions to the challenges of global warming and biodiversity loss. Students will learn to evaluate their causes, and investigate the legislative, regulatory, judicial, commercial, political and lifestyle strategies that can drive impactful solutions. Through case study work, students will work in teams to propose solutions to various aspects of these challenges, critically evaluating the benefits and disadvantages of the strategies presented in the module and anticipating the potentially negative unintended consequences of these solutions. Students will practice the Anglo-American approach to oral/slide presentations.

Learning outcomes:

Knowledge

1. By the end of this module students will have demonstrated an ability to critically assess the effectiveness of various environmental strategies, evaluating the strengths and weaknesses of different approaches, considering economic and social implications, and identifying potential conflicts or synergies among strategies.

Skills

By the end of this module student will be able to:

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2. critically assess the effectiveness of various environmental strategies, evaluating the strengths and weaknesses of different approaches, considering economic and social implications, and identifying potential conflicts or synergies among strategies.
3. collaborate with peers to analyze case studies, engage in group projects, and present findings that articulate complex environmental issues, strategies, and solutions and a nuanced understanding of the interdisciplinary nature required for successful environmental strategies.

Syllabus content:

Weeks	Topic/Knowledge	Skills/Assessments	LOs
Session 1	Introduction to Module, Student Policies, Assessment Criteria and Dates, Student/Lecturer Contract	<ul style="list-style-type: none"> • MCQ exam technique practice (Kahoots) • Class discussion with teacher/student feedback 	1
Session 2	Biodiversity – Explore the drivers and key issues around biodiversity loss.	<ul style="list-style-type: none"> • Short lecture – what is biodiversity loss and why does it matter • Class Activity - main causes of BD 	1
Session 3	Biodiversity hotspot presentations	<ul style="list-style-type: none"> • Student Presentations (formative) 	1, 2, 3
Session 4	Global Warming	<ul style="list-style-type: none"> • In class activity • Class discussion with teacher/student feedback 	1
Session 5	The Role of Business & Finance in addressing Global Warming and Biodiversity Loss	<ul style="list-style-type: none"> • Class discussion with teacher/student feedback • Evaluation skills (providing feedback to others on their presentation performance) 	1
Session 6	Out of School Session – Visit to Sustainability Exhibition Science Museum	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork 	1
Session 7	The Role of ‘Nudging’ in addressing Global Warming and Biodiversity Loss	<ul style="list-style-type: none"> • Class discussion with teacher/student feedback • Evaluation skills (providing feedback to others on their presentation performance) 	

Session 7	Impact Initiatives – Case Study Presentations (Summative Assessment - 60% of final mark).	<ul style="list-style-type: none"> • Critical thinking • Research skills • Teamwork • Presentation skills • Class discussion 	1, 2 & 3
Session 8	Impact Initiatives – Case Study Presentations (Summative Assessment - 60% of final mark).	<ul style="list-style-type: none"> • Critical thinking • Research skills • Teamwork • Presentation skills • Class discussion 	1, 2 & 3

OELS Policies:

- Students arriving more than 5-minutes late to a session, will receive an Unjustified Absence.
- Students with Unjustified Absences for more than 25% of the module will be capped at a 10/20 for their final grade.
- Students with Unjustified Absences for more than 50% of the module will be capped at a 0/20 for their final grade.
- **Re-sits** - In accordance with OELS policy, students who have attended more than 50% of the module sessions may be eligible for a re-sit. Re-sit marks will replace all other assessments.

Teaching and Learning Strategies:

This module uses lectures, guided learning, student-led presentations, out-of-school exhibitions and panel discussions and group discussion to stimulate evaluation and critical analysis around the topics presented. Students work collaboratively to explore topics, share analysis and ideas and apply their knowledge by communicating findings in class discussion and presentations. Students are provided feedback to improve the effectiveness and persuasiveness of their communication. These strategies, along with two end-of-term assessments are designed to support students in their achievement of the module's learning objectives and in consideration of the cohort's cultural- and neuro-diversity.

Formative and Summative Assessment Strategies:

Formative Assessments:

To help prepare for the summative Case Study Presentation, students deliver a slide presentation for Session 3 where they receive formative verbal and written feedback on presentation performance, analysis, teamwork skills and content from the Lecturer and fellow students. In class discussion, students are encouraged to refine their peer feedback as a means of improving self-performance.

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Students also prepare for the MCQ final exam with a MCQ Quizzes on Boostcamp designed to provide self-paced content that permits them to access real-time comprehension feedback.

Summative Assessments:

Students will also be summatively assessed on their demonstration of progress towards the module's learning objectives.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration of Exam	Weighting	LOs
Ongoing	Participation	Contribution to class discussion, comportment, etc. as described in assessment criteria.	N	Ongoing	20%	1, 2, 3
Sessions 7 & 8	Slide presentation on Environmental Strategy Case Study	Students will incorporate feedback from prior formative presentation assessments. Grade will reflect the lecturer and teammates' assessment of a students' research and analysis as well as the verbal and visual presentation of content. While this is a team presentation, students are assessed individually.	N	4 students have 12-minutes to deliver their presentation. Each student is expected to speak for 3 minutes.	50%	1, 2, 3
After Final Session	Invigilated Final Quiz	Students will answer Multiple Choice questions on module content. The exam is 40 minutes and will take place on campus in a computer lab. There is only one answer to each question. There will be no negative points.	Y	40 minutes	30%	1
Resit	Recorded video and slide presentation on Environmental Strategy Case Study	Available for students who have attended <u>more than</u> 50% of the module sessions. This will consist of a new sustainable business case study slide and video presentation.	N	Students will need to develop a 5 minute presentation on their own and video record	100% (replaces the final module grade), Grade to be	1, 2 & 3

				themselves delivering it. Preparation time: 4-5 hours.	capped at 10/20	
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Feedback Strategies:

Throughout the term, students receive in-class verbal feedback on classroom activities and their demonstration of progress towards the module's learning objectives.

Students will receive whole-class feedback mid-term about their participation.

Students receive real-time feedback with online, self-paced content that supports in-class learning. Interspersed in this content are MCQs (formative) that prepare students for the final summative exam.

Practice Slide Presentations and Debates: Students receive in-class oral and written feedback from the lecturer, classmates and teammates for content and presentation-style improvement.

Group Presentation: Students receive written feedback from the lecturer on Boostcamp.

Final Exam: Students learn their test score upon completion of Module.

Reading Lists:

To help students prepare for their presentations, they are provided with bespoke topic questions and links to articles, videos and papers. Since students work on separate topics within each session, and since I provide between 1-5 links for each topic, I share roughly 60 links with the students. I'm providing just a sampling below:

Behavioural Insights Team. (2020). Learning and Behavioural Gaps Network: Racial Diversity [PDF]. Available at: <https://www.bi.team/wp-content/uploads/2020/09/LBGN-2.pdf>.

Greenpeace East Asia. (2019). Ghost Gear: The Abandoned Fishing Nets Haunting Our Oceans [Online]. Available at: https://issuu.com/greenpeace_eastasia/docs/ghost_gear_the_abandoned_fishing_nets_haunting_our/s/10772221.

Global Ghost Gear Initiative, Oceans Conservancy, World Wildlife Fund, & O2. (2020). Legislation Analysis Report [PDF]. Available at: <https://static1.squarespace.com/static/5b987b8689c172e29293593f/t/60e34e4af5f9156374d51507/1625509457644/GGGI-OC-WWF-O2-+LEGISLATION+ANALYSIS+REPORT.pdf>.



Euronews. (2018). These fashion brands give new life to ghost fishing nets.

Euronews Green, [Online]. Available at:

<https://www.euronews.com/green/2018/10/23/these-fashion-brands-give-new-life-to-ghost-fishing-nets>.

Edie. (2019). Burberry debuts closed-loop clothing made using ghost nets. [online]

Available at: <https://www.edie.net/burberry-debuts-closed-loop-clothing-made-using-ghost-nets/>.

Fast Company. (2024). Fishing nets are clogging the ocean. This fashion brand is making them into chic swimsuits. [online] Available at:

<https://www.fastcompany.com/91015011/fishing-nets-are-clogging-the-ocean-this-fashion-brand-is-making-them-into-chic-swimsuits>.

YouTube. (2015). Interface Networks: turning waste nets into carpets [online video].

Available at: <https://www.youtube.com/watch?v=DX6Uidpg3VM>.

BMW Group. (2022). Recycled plastics: BMW already uses recycled fishing nets and plastic waste in the BMW iX and other models. [online] Available at:

<https://www.bmwgroup.com/en/news/general/2022/recycled-plastics.html#:~:text=BMW%20already%20uses%20recycled%20fishing,BMW%20iX%20and%20other%20models>.

Module Handbook

Module title: Community Engagement Project

Lecturer's name: Dr. Maria Fonseca Santos

Email address: mlusitano-santos@omnesintervenant.com

Contact hours: 21 hours (7.10 h with lecturer plus 14 hours work at a charity/community placement).

Assessment hours: 8 minutes group presentation and 1.5 h community event.

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Prerequisites: There is no special prerequisite.

Aims:

The Community Engagement Project is a hands-on module that explores the role of global citizenship in achieving the UN's Sustainable Development Goals (SDGs). It does so by immersing students in the nonprofit sector through active involvement with a local charity or social enterprise. As part of this module, students are required to dedicate 14 hours of work to their chosen organization and develop a community engagement project.

This module aims to raise awareness about the SDGs through practical experience, encouraging students to investigate and reflect on the implementation of these goals by engaging with communities and addressing community-identified issues. It examines the relationship between SDG theory and practice, promoting both collective and individual reflection on the learning outcomes derived from the experience. Additionally, it allows students to learn about global citizenship and its importance in achieving the UN's Sustainable Development Goals through direct action.

With its practical focus, the module helps students explore and reflect on the connections between academic study and community involvement, develop soft skills, and gain new interdisciplinary perspectives and real-world experiences. Finally, the module helps students practice their English skills by immersing them in a local English-speaking environment.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will have demonstrated:

1. An understanding of the United Nations Sustainable Development Goals (SDGs) and the role of global citizenship in achieving them.
2. Knowledge of the nonprofit sector and its significance in relation to the SDGs.

Skills

By the end of this module, students will be able to:

3. Exhibit examples teamwork and communication skills by completing a work experience at a charity or social enterprise.
4. Exhibit examples of leadership by designing and implementing a small community engagement project (with a suitable partner as appropriate) connected to Sustainable Development.
5. Critically evaluate their community engagement project, reflecting on their experiences.

Values

By the end of this module, students will have demonstrated a commitment to:

6. Community service and Global citizenship.

Please note: Consistent attendance each week at the charity (at least 80 percent) and module sessions is essential for the successful completion of this module.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Week 1 Session 1 (1 h 30 min)	Introduction to the Module. Sustainable Development Goals. Global Citizenship. Preparing Community engagement placements.	Communication & listening skills. Conceptual & critical thinking skills.	1,2, 6
Week 2	Charity/ Social Enterprise work/ (session 1)	Communication & listening skills, Collaboration & networking skills.	1,2,3,6
Week 3 - session 2 (2h)	Self-reflective writing practice. Group Mentoring (20 minutes per student)	Communication & listening skills. Collaboration & networking skills. Conceptual & critical thinking skills.	1,2, 5,6

Week 4	Charity work (session 2)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
week 5	Charity work (session 3)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
Week 6	Charity work (session 4)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
Week 7 Session 3 Communication & listening skills. (1 h 30 min)	Preparing community engagement event/charity fair. Guidelines for final projects. Guidelines for posters and videos. Reflection about relationship between work developed by charities/social enterprises and SDGs Applying reflective writing and critical thinking to address the work experience and progress of a community-engaged project.	Collaboration skills Conceptual & critical thinking skills. Communication & listening skills.	1,2,4,5,6
Week 8	Charity work (session 5)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
Week 9	Charity work (session 6)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
Week 10	Charity work (session 7)	Communication & listening skills. Collaboration & networking skills.	1,2,3,6
Week 11 (2 h) Session 4	Mid-term follow up: feedback about final projects (20 minute per project) and self-reflective writing practice.	Collaboration & networking skills. Conceptual & critical thinking skills.	1,2,4,5,6

Week 12	Event day (1 h 30 min)	Communication & listening skills. Collaboration & networking skills.	1,2,4,5,6
Week 13 Session 5 (2h)	Final projects presentation (10 minutes per group)	Communication & listening skills. Collaboration skills. Conceptual & critical thinking skills.	1,2,4,5,6

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Activities expected during the course will include:

- 2h/ week of community engagement/volunteering experience (14 h per term).
- Development of a group project for the community engagement event - open to the whole campus. The group project includes:
 - 1. Production of 1 poster and/or 3 minute video per group about each charity/social enterprise participating in this project, reflecting upon their relationship with the sustainable development goals. The posters and videos will be presented at the event day.
 - 2. A small activity to animate each group's stand (for example a game) connecting the partner charities/social enterprises to the SDGs.
- Final oral group presentation in class (8 minute) presenting and evaluating the community engagement project.
- Submission of individual list of times and hours of sessions (mandatory) and individual monthly self-reflective journal writing/ blogging about community engagement experience (formative feedback).
- Final individual 700 word report.

Teaching and Learning Strategies include:

- Classroom discussions
- Case studies

- Independent research activities
- Reflective exercises
- Practice exercises for writing and research
- Group work for problem based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

- Regular mentoring sessions with the lecturer to discuss the community engagement placement.
- Formative assessment of individual monthly journal/blog entries, which describe and critically evaluate the community engagement placement, conducted during mentoring sessions.
- Written feedback on the student's group project.
- Oral feedback on the final presentation during final session.

Summative Assessments:

(70%) **Group projects** presenting the designated charity/ social enterprise (where students have volunteered) consisting of:

- Execution of a poster and/or video about the charity to be present at the community engagement event day. (30%)
- Assessment of the professional quality of the event organized by each group (to happen at a designated room located in the University campus), assessing organization, engagement, degree of participation, and students' professional conduct. (10 %)
- A 8-minute oral presentation describing and evaluating projects and work experience at the charity/community centre. (30%)

(30%) Individual report:

- 700 word report describing, analysing and reflecting about the overall experience of community engagement.

Please note that 80 percent of attendance to the work sessions is necessary to successfully complete the module. Attendance will be monitored by submission of monthly reports outlining dates and times of sessions.

Note - The assessments will be marked according to OMNES assessment generic marking criteria.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation	Duration if exam	Weighting	Los

			Needed? Y/N			
Week 6/ Session 2	Mentoring session/ Formative assessment	20-minute mentoring and feedback session about self-reflective writing practice (blog entries).	N	N/A	Formative assessment	1,5,6
Week 11/ Session 4	Group Presentation of projects for the event day.	20-minute mentoring and feedback session reviewing projects for event.	N	N/A	Formative assessment	1,3,4,5,6
Week 12	Event day	Assessment of the professional quality of event (to happen at a designated room located in the University campus).	N	N/A	10%	3,4,6
Week 13/ Session 5	Group Presentation	10 minute final oral presentation Poster and video (3 minute max)	N	N/A	30% 30%	1,2,3,4,5,6
Week 13	700 word written report	Marked Assessment	N	N/A	30 %	1,2,3,4,5,6
Resit Information		Recorded video (10 min) 700 word written report	N	N/A	70% 30% (replaces the final module grade)	

Feedback Strategies:

Students will receive regular feedback from the lecturer and fellow classmates during classes and mentoring sessions.

Students will receive oral & written feedback from the lecturer about their projects for the event day and final presentation.

Final Group Presentation: Students will receive oral feedback from the lecturer immediately after final presentation.

Reading Lists:

Bolton, G. (2010) *Reflective practice: Writing and professional development*. London: Sage publications.

Gilchrist, A. (2019) *The well-connected community: A networking approach to Community Development*. Bristol: Policy Press.

Hooks, B. (2021) *Teaching community: A pedagogy of hope*. New Delhi: DEV Publishers & Distributors.

Butin, D. (2005) *Service-Learning in Higher Education: Critical Issues and Directions*. New York: Palgrave Macmillan

United Nations, Department of Economic and Social Affairs (2024). *United Nations Sustainable Development Goals* [online]. Available at:

<https://sdgs.un.org/> (Accessed: 02 June 2024).

UNESCO, Unesdoc Digital Library (2024). *Global citizenship education: topics and learning objectives*. Available at:

<https://unesdoc.unesco.org/ark:/48223/pf0000232993> (Accessed: 30 June 2024).

Singh, M. *et al.* (2023) *Community engagement in higher education: From theory to practice*, Routledge & CRC Press. Available at: <https://www.routledge.com/Community-Engagement-in-Higher-Education-From-Theory-to-Practice/Singh-Bhatt-Singh-Pareek/p/book/9781032195773> (Accessed: 11 December 2023).

Prerequisite:

There is no special prerequisite.

Preparation:

No preparation is needed.

Module Handbook

Module title: Leadership & Personal Development

Lecturer's name: Zacchary Falconer-Barfield

Email address: zfalconer-barfield@omnesintervenant.com

Contact hours: 18 Hours

Assessment hours: 1.5hrs during Class 6; Coursework – Ongoing during course time – Delivered on day of final class.

Independent study hours expected: 36h

ECTS credits: 3 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Prerequisites: None

Aims:

This module aims to equip students with the essential Leadership skills, both personal and commercial skills, along with a wide range of frameworks and knowledge to guide and help them in their personal development. The knowledge and skills that are learnt will enable the student to critically, apply, evaluate and reflect in their commercial and personal lives. These skills, knowledge, and self-analysis in this module will further develop their future employability, career progression and self-growth, along with how they engage with various business communities, increasing their abilities as a global citizen in an ethical manner.

Learning Outcomes (LOs):

Upon successful completion of this module the students will be able to –

Knowledge

By the end of this module, students will have demonstrated:

1. Identify & critically apply strategies for improving your personal effectiveness
2. Evaluate and synthesize approaches and frameworks for personal and professional development including performing and critically applying psychometric instruments.

Skills

By the end of this module, students will be able to:

3. Design and produce a plan that critically reflects on oneself and demonstrates how one will synthesize and apply the knowledge gained moving forward.

Values

By the end of this module, students will have demonstrated a commitment to:

4. Develop and evaluate an accurate sense of self, personal motivation, leadership style and values.

Syllabus Content:

In this section, outline the daily/weekly content (knowledge and skills) that students will engage with in workshops and private reading:

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Leadership & Personal Development – The First Steps to self-mastery & leadership.	Understanding the key concepts for the course & identifying the key strategies	1
2	Building Blocks of Us - Motivation, Values & Self-Awareness & Failure	Critical evaluation of One's Motivations/Values & synthesize the frameworks	1,2,3
3	Understanding our Emotions	Analyze and Develop the Foundations of our emotional selves and how it impacts Leadership & Development.	1.2.4
4	Understanding our Thoughts	Analyze and Develop the Foundations of our logical thinking selves and how it impacts Leadership & Development.	1,2
5	Understanding our Behaviour	Analyze and Develop the Foundations of our Actions	1,2,3

		selfes and how to develop helpful behaviours.	
6	Leadership/Personal Skills Development & Evaluation	Analyze and appraise the skills of oneself and others and building a skills development plan	1,2,3,4
7	Influence, Persuasion, Conflict and Negotiation	Inspect and evaluate the frameworks and experiment with them in practice.	1,2,3,4
8	Relationships, Empathy & Understanding.	Evaluation of how to create, nurture, and develop relationships, empathy and understanding	1,2,3
9	Decisions, Strategic Thinking & Problem Solving	Compare and develop frameworks and knowledge regarding the topic.	1,2,3
10	Dealing with Difficulty, Challenges & building Resilience	Inspect and evaluate the frameworks and experiment with them in practice.	1,2,3,4
11	Into the real world – work, life and beyond – Productivity, Personal Brand & more.	Evaluate and develop personal frameworks and knowledge regarding the topic.	1,2,3,4
12	Brining it all Together	Critically reflecting & evaluating the concepts from the module and how they affect the individual, and future in work.	3,4

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Independent research activities
- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

Formative and Summative Assessment Strategies:

Formative Assessments:

The students will be given opportunities mostly as individuals or in groups to speak, present and perform exercises in almost every class. This will give the opportunity for individual and group feedback.

There will be also opportunity for class discussions about the essential elements during the classes

Students will also be encouraged to submit an outline of their final presentation for some constructive feedback.

Summative Assessments:

The students will be expected to demonstrate achievement of their Learning Outcomes by ongoing efforts in class and by a summatively assessed final coursework. All Assessments are as individuals.

Participation and Engagement: The Students will be assessed on their ability to contribute and perform the in-class exercises. As there will be several role-plays, psychometric tests to complete and group/team exercises to aid in their development. This will be assessed on the OELS criteria.

Leadership Skills Evaluation: The Students create an assessment of their own skills and abilities and where they need to improve and how they are going to achieve it. It will take the form of a table that has to be filled out. It will be a guide for the future development.

This will be assessed by specific criteria, which can be found on Boostcamp under the course details.

Final Coursework: A portfolio piece, which can be any number of formats – Video, PowerPoint or Written or a combination of them all. The Portfolio should be a comprehensive personal development plan, first reflecting on the journey that has taken them here; secondly, evaluating the skills and knowledge they have learnt in the current phase and then finally a dynamic plan for how they intend to develop into the future.

The length depends on the format – 5-10 min video, 5,000 word piece or 20 Powerpoint Slides – or a combination of those.

This will be assessed by specific criteria, which will be found on Boostcamp under the course details.

Session of assessment	Name of assessment	Format of assessment	OELS Invigilator Needed Y/N	Duration	Weighting	LOs
Ongoing	Participation & Engagement	Students will be assessed on their ability to contribute and perform their exercises.	N	N/A	40%	1,2,3
The Week of Session 7	Leadership Skills Evaluation	A Skills Evaluation Framework	N	N/A	10%	1,3,4
The Week of Session 12	Personal Development Plan	A portfolio project – which can take various forms	N	N/A	50%	1,2,3,4
Resit Information	Resit	5-10 min Video Presentation – Highlighting their Personal Development Journey & their career development programme for the future	N	N/A	100% (replaces the final module grade except when lower than the original grade)	1,2,3,4

Feedback Strategies:

The students will be given oral feedback as individuals, in groups and as a class depending on the task and situation involved.

The Final Assessment the student will be given individual written feedback on their portfolio, within 3 weeks from the deadline of the delivery of the assessment.

Reading Lists:

Bibliography & Recommended Reading

Allen, D. (2015) Getting things done: the art of stress-free productivity. London: Piatkus Books.

Assagioli, R. (2010) The act of will. New York: Association For The Advancement Of Psychosynthesis.

Aurelius, M. (2020) Meditations. S.L.: Collectors Library.

Bandler, R. and Grinder, J. (1988) Reframing neuro-linguistic programming and the transformation of meaning. Moab, Utah: Real People Pr.

Bavister, S. and Vickers, A. (2004) NLP. London: Teach Yourself.

Branden, N. (2001) The psychology of self-esteem: a revolutionary approach to self-understanding that launched a new era in modern psychology. San Francisco: Jossey-Bass.

Carnegie, D. (2018) How to win friends and influence people. Toronto: HarperCollins Canada.

Covey, S.R. (2013) The 7 habits of highly effective people: powerful lessons in personal change. New York: Simon & Schuster.

Dias, D. (2018) The ten types of human: a new understanding of who we are and who we can be. London: Windmill Books.

Duhigg, C. (2014) Power of habit: why we do what we do in life and business. New York: Random House Trade Paperbacks.

Duncan, R. and Bowles, B. (2008) The mentalist. Howes.

Dweck, C. (2012) Mindset: how you can fulfil your potential. London: Robinson.

Erikson, T., Pender, M. and Bradbury, R. (2019) Surrounded by idiots: the four types of human behaviour (or, how to understand those who cannot be understood). London: Vermilion.

Ferriss, T. (2017) Tribe of mentors: short life advice from the best in the world. Boston: Houghton Mifflin Harcourt.

Ferriss, T. and Schwarzenegger, A. (2017) Tools of titans: the tactics, routines, and habits of billionaires, icons, and world-class performers. Boston: Houghton Mifflin Harcourt.

Fogg, B.J. (2020) Tiny habits: the small changes that change everything. S.L.: Houghton Mifflin Harcourt.

Gleitman, H., Fridlund, A.J. and Reisberg, D. (2000) Basic psychology. New York: W.W. Norton.

Goleman, D. (1995) Emotional intelligence. London: Bloomsbury Publishing.

Goodman, L. (2019) Linda Goodman's sun signs. London: Bluebird.

Grant, S. (2019) Option B: facing adversity, building resilience, and finding joy. Penguin.

Hollins, P. (2022) The science of self-discipline: the willpower, mental toughness, and self-control to resist temptation and achieve your goals.

Myers, I.B. and Myers, P.B. (1995) Gifts differing: understanding personality type. Palo Alto, Calif.: Davies-Black Pub.

Korem, D. (2017) The art of profiling: reading people right the first time. Richardson, Texas: International Focus Press.

Li, C. (1997) Chinese astrology. London: New Holland.

Lopez, S.J., Pedrotti, J.T. and Snyder, C.R. (2019) Positive psychology: the scientific and practical explorations of human strengths. Thousand Oaks, California: Sage Publications, Inc.

Mearls, M. and Crawford, J. (2014) Dungeons & dragons player's handbook. Renton, WA: Wizards Of The Coast.

Peters, S. (2013) The chimp paradox: the mind management program to help you achieve success, confidence, and happiness. New York: Jeremy P. Tarcher/Penguin.

Rath, T. (2007) StrengthsFinder 2.0. New York, NY: Gallup Press.

Sharp, D. (1987) Personality types: Jung's model of typology. Toronto, Canada: Inner City Books.

Sinek, S. (2009) Start with why: how great leaders inspire everyone to take action. London: Portfolio/Penguin.

TED (2019) TED: Ideas worth spreading. Available at: <http://TED.com> (Accessed: 19 July 2024).

Harari, Y.N. (2019) Sapiens: a brief history of humankind. Random House UK.

Prerequisite:

The students have no prerequisites for this module. Students will be expected to have an open mind

Module title: The Diplomacy Game

Lecturer's name: Dr. Kevin Coffey & Dr. Clement Grene

Email Address: kcoffey@omnesintervenant.com; cgrene@omnesintervenant.com

Assessment hours: 8 hours of participation in the game & debriefing.

Contact hours: 13.5 Hours

Independent study hours expected: 24 Hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Aims:

The Diplomacy Game is an experiential simulation tasking students with representing governments from the Middle East. The game involves students engaging in a complex diplomatic process to resolve emerging security challenges in the region (e.g. Iran acquiring nuclear weapons). Taking place over a week, students negotiate and draft treaties, deliver speeches, engage in strategic communications on social media, and submit power actions in which teams can spend points on a variety of actions such as imposing economic sanctions. The game evolves throughout the week as participants practice principles and strategies learned in class (e.g. securing alliances, finalizing multilateral agreements, engaging in hybrid warfare, and coordinating on soft power initiatives). The aim of the game is to create a deeply resonant and engaging experience which students would find compelling, as well provide deeper insights into diplomatic processes in an environment like the Middle East. The course works in

tandem with other modules in their programme, most notably Contemporary Security Policy in the Middle East.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. The ability to critically analyse the strengths, weaknesses, tactical, and strategic positions of their assigned country, and to synthesise an understanding of the complex relationships between key states in the region.
2. An understanding of the pitfalls and challenges of political decision-making, particularly in contexts where deep institutionalised mechanisms for cooperation are lacking, and the ability to critically evaluate these challenges.
3. The capacity to formulate sophisticated strategies of statecraft, incorporating advanced theoretical perspectives and practical considerations relevant to the geopolitical landscape.

Skills: By the end of this module, students will be able to:

4. Negotiate effectively within a complex multi-party environment, balancing national interests with regional stability.
5. Forecast crises and strategically plan to mitigate and adapt to these crises.

Values: By the end of this module, students will have demonstrated a commitment to:

6. Recognition of complexity in global politics, and the need to be adaptive and flexible.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction session <i>Lecturer introduces working of the Diplomacy Game & organizes students into teams. Teams then collaborate on strategy.</i>	Collaboration & Teamwork	1,3

Session 2	Negotiation	Negotiation	3
Session 3	Mentor-led session <i>Lecturer meets each team to review their strategy and provide feedback before the game begins.</i>	Collaboration & Knowledge Acquisition	1,3,5
Session 4	Day 1 of the Diplomacy Game <i>Students enter bilateral and multilateral negotiations, and engage in geopolitical competition</i>	Negotiation, collaboration, critical thinking.	1,2,3,4,5,6
Session 5	Day 2 of the Diplomacy Game <i>Major crisis strikes: Students, depending on crisis area they neglected or amplified in the previous day must collectively address security challenge (e.g. collapse of a state)</i>	Negotiation, collaboration, critical thinking.	1,2,3,4,5,6
Session 6	Day 3 of the Diplomacy Game <i>Simulation draws to an end, and lecturers host debriefing session tasking students with reflecting on lessons learned.</i>	Negotiation, collaboration, critical thinking, reflective practice.	1,2,3,4,5,6

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The

strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Mentor-led feedback
- Peer-to-peer feedback
- Game-based mechanics (e.g. auctioning system in which students can spend power points on various different actions such as cyberattacks).
- Daily news update on evolution of the game.
- Debriefing session

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- The conclusion of each day will act as a formative assessment as students see the outcomes of their decisions and understand the relationship between the actions they took, the actions of the other teams, and the end result.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
First day	Research	N/A	N		20%	1, 6
Throughout	Speeches	N/A	N		15%	1, 3, 4, 6
Throughout	Participation in negotiation	N/A	N		20%	1, 2, 3, 4, 5, 6
Throughout	Power points	N/A	N		10%	1, 2, 3
Throughout	Policy and legislation	N/A	N		20%	1, 2, 3, 4, 5, 6
Throughout	Social media	N/A	N		15%	4, 6
Resit	MS Teams Interview	Interview focussing on Diplomacy Strategy	N	15 mins	100% (replaces final grade)	All

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. Students will be given verbal feedback throughout the exercise in three 15-minute sessions between their team and one of the lecturers. They will be given advice on their strategy but also on their research, the speeches which they have delivered and the formulation of their treaties.
2. Students will also receive practical feedback from the results of their decisions.
3. During the debriefing session, students will receive feedback on their performance from lecturers and fellow students.

Reading Lists:

Fawcett, L. (2019) *The International Relations of the Middle East*, 5th edition.

Marshall, T. (2016). *Prisoners of Geography*. Elliott & Thompson.

Marshall, T. (2021). *The Power of Geography*. Elliott & Thompson.

Foreign Affairs Magazine (2022) *The Middle East Moves On*.

POMEPS Study (2015) *International Relations Theory and a Changing Middle East*.

Tetlock, P.E. and Gardner, D., 2015. *Superforecasting: The Art and Science of Prediction*. New York: Crown Publishers.

Prerequisite:

The students will need an understanding of Middle Eastern politics, the use of propaganda and misinformation in a geopolitical setting, and basic negotiation skills: they will have received courses in all of these before beginning the exercise.

Preparation:

Students will not be required to read, watch or listen to materials prior to this module. Rather students will be required to consult materials once the course begins.