

Peace and Violence: Theories, Cases and Challenges

Module Code:	PES4022-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Peace Studies
FHEQ Level:	FHEQ Level 4

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	33
Directed Study	167

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

To introduce key theories and concepts relevant to the study of peaceful and unpeaceful relations.

To provide opportunities for critical reflection on the contested nature of these concepts, and on the deeper assumptions and values that shape different conceptions of peace and violence.

To deepen your understanding of different approaches to the academic study of peace and violence, including of different research methods, the kinds of data they produce, and the types of analysis they make possible.

To encourage you to see yourself as apprentice social researchers by giving you structured

and supported opportunities to carry out small-scale research tasks related to the themes of the module.

Outline Syllabus

Different perspectives on the meanings of peace and violence; qualitative and quantitative approaches to the study of peace and violence, and a critical exploration of the data and conclusions they produce; introduction to examples of peace practice

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Distinguish and compare different theories and concepts of peace, violence and related normative concepts, and recognise the ways in which these are shaped by their historical, cultural and political contexts.
- 2 Explain and evaluate different approaches to the academic study of peace and violence, demonstrating an understanding of conceptual frameworks, research methods, types of data, and the kinds of analysis they make possible.
- 3 Reflect critically on contested normative concepts, and recognise the implications of different normative visions for practical efforts to build more peaceful relationships and societies at different scales.
- 4 Reflect on the dynamics and challenges of collaborative group work, and give constructive feedback to peers on their contributions to collaborative tasks.
- 5 Produce planned, properly referenced and well-structured written arguments with clear introductions, appropriate use of academic concepts and an effective summary of academic debates in the discipline.

Learning, Teaching and Assessment Strategy

Teaching and learning on this module involves a range of activities designed to help you achieve the learning outcomes. These include written, visual and spoken inputs, directed study, data collection and analysis workshops and formative group work in class.

Formative work includes group work in class, some of which you will evaluate and reflect on for your individual summative assessment. You will also give each other formative feedback on your contributions to group work, developing the capacity to give and receive constructive feedback and allowing you to develop your interpersonal and group work skills. Tasks are designed to allow and encourage you to demonstrate your achievement of the learning outcomes in different formats, thus broadening your skills and fostering a more inclusive curriculum.

Summative assessment will consist of a portfolio of work, including

1. A reflective evaluation of your own performance and development in relation to the LOs for this module
2. A diagrammatic or pictorial representation of a key concept relevant to the module including up to 500 words of supporting text.

The total word length of the portfolio will be between 3,000-3,200 words and the exact portfolio content will be detailed in the module handbook

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Formative	Coursework	Groupwork in class		%	No
Summative	Coursework	Portfolio of work including reflective evaluation and a diagrammatic representation of a concept of peace or peacebuilding	3000-3200 words	100%	Yes

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).