

<b>Module Details</b>	
<b>Module Title:</b>	Social-Ecological Resilience: Discourses and Practices
<b>Module Code:</b>	PES7050-B
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	20
<b>School:</b>	School of Social Sciences
<b>Subject Area:</b>	Peace Studies
<b>FHEQ Level:</b>	FHEQ Level 7 (Masters)
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Lectures	30
External visits	8
Laboratory	8
Directed Study	154

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Semester 1 (Sep - Jan)

<b>Module Aims</b>
<p>To give you an overview of current theory and practice concerned with the resilience, adaptability and transformability of social-ecological systems.</p> <p>To introduce key concepts and tools that will enable you to systematically assess the dimensions of, and prospects for, social-ecological resilience and/or transformation in the context of dynamic social, political, economic and environmental trends.</p> <p>To give you the opportunity to carry out an assessment of a social-ecological system and make recommendations for enhancing resilience and/or encouraging transformation within a case study of appropriate scope and depth.</p> <p>To develop familiarity through a gender lab with the roles and significance of gender.</p>

## Outline Syllabus

The module will start with an overview of the resilience field, introducing key concepts used in the analysis of social-ecological resilience and the ways in which they have been employed, debated and critiqued by academics, policy-makers and practitioners. The second half of the module will have a substantial applied focus, centred around an in-depth case study.

## Learning Outcomes

1	Distinguish and critically assess discourses and uses of 'resilience' across relevant fields of policy and practice.
2	Employ relevant frameworks for assessing the dimensions of, and conditions for, social-ecological resilience, adaptation and/or transformation in particular contexts and at different scales, with awareness of their strengths and limitations.
3	Evaluate initiatives to design, establish and govern more resilient, sustainable and socially just communities; including gender issues.

## 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, and practical workshops giving you the opportunity to develop your ability to assess dynamics of resilience, adaptability and transformability in social-ecological systems; and roles of gender.

Formative assessment will include a series of assessments designed to help develop your capacity to fulfill the summative assessment. These will largely be carried out in preparation for and during classes, and you will receive feedback on your progress as you go along.

Summative assessment will take the form of a portfolio of work designed to test the learning outcomes for this module. The portfolio must include

- (i) A reflection on what the concept of 'resilience' might contribute to theories and practices of peace and social justice, with reference to different positions in this debate.
- (ii) A case study of a social-ecological system, exploring the factors that affect its resilience, adaptability and transformability.
- (iii) A critical evaluation of an initiative designed to build social-ecological resilience, including consideration of its implications for peace and social justice.

## Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	A portfolio of work that demonstrates achievement of the module learning outcomes.	3800-4200 words	100%
Formative	Coursework	Individual and group tasks designed to support progress towards the module learning outcomes.		%

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## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*