

Module Details	
Module Title	Analysing Contemporary Conflict
Module Code	PES5018-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Peace Studies
FHEQ Level	FHEQ Level 5
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	11
Online Seminar (Synchronous)	4
Practical Classes or Workshops	12
Directed Study	63
Independent Study	100

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>To develop your understanding of core concepts, theories and approaches informing the study of social conflict;</p> <p>To develop your capacity to effectively research and analyse the causes, dynamics and impacts of complex social conflicts at different scales;</p> <p>To develop a critical understanding of the uses and limitations of conflict analysis in the prevention and management of conflict.</p>

## Outline Syllabus

Interdisciplinary conflict studies; causality and conflict analysis; theoretical frameworks ; analytic tools for conflict mapping; ; case-studies and scenarios, simulation exercise.

## Learning Outcomes

Outcome Number	Description
01	Distinguish and critically assess core theoretical approaches to the study of social conflict and violence, and the mechanisms that drive, sustain and reproduce unpeaceful relations.
02	Explain relationships between multiple and interacting causal mechanisms in a conflict analysis and/or case-study, drawing on relevant concepts, theory and data.
03	Employ relevant analytical tools/methods to manage information about and generate insight into conflict case-studies, including stakeholder analysis and systems thinking, with awareness of their strengths and limitations
04	Work effectively in small group teams to consider and solve problems, and engage in collaborative inquiry around key questions in conflict analysis and resolution.
05	Express and communicate in writing your ability to understand and evaluate complex concepts and theories

## Learning, Teaching and Assessment Strategy

The teaching strategy draws on the pedagogic ideas of inquiry or problem-based learning. These approaches reflect the basic idea that learning is (or should be) an active process: people learn best by 'doing'. 'Doing' in the context of this specific module largely means practising the analytic skills involved in conflict analysis. Therefore, many of the sessions in this module are designed not only to introduce relevant scholarship and research, but to encourage the critical use of concepts, theories, and different analytic/conflict assessment tools in applied exercises and case-study analysis. Some of this work will be collaborative, working with others on research and problem-solving tasks; some will be completed individually. The module will also include a simulation exercise exploring conflict dynamics through experiential learning.

Formative work includes individual and group tasks designed to support progress towards the module learning outcomes. This includes in-class group projects in which you use and evaluate a range of conflict assessment methods, and conduct inquiries into different conflict case-studies.

Summative assessment will consist of

- A case study of a conflict, focusing on analysis of the dimensions of conflict causes, their

impacts relevant to the case study and their interaction with other factors (3,400-3,600).  
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#### Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Case study of a conflict focusing on conflict causes, their impacts and interaction with other factors... 3600 words	N/A	100%
Formative	Coursework	Completed formative learning tasks and classroom activities.	N/A	N/A

#### 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.*

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