

| Module Details |                                                    |
|----------------|----------------------------------------------------|
| Module Title   | Peace and Violence: Theories, Cases and Challenges |
| Module Code    | PES4022-B                                          |
| Academic Year  | 2021/2                                             |
| Credits        | 20                                                 |
| School         | School of Social Sciences                          |
| FHEQ Level     | FHEQ Level 4                                       |

| Contact Hours  |       |
|----------------|-------|
| Type           | Hours |
| Seminars       | 33    |
| Directed Study | 167   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 2 |

| Module Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>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.</p> <p>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.</p> <p>To encourage you to see yourself as an apprentice social researcher by giving you structured and supported opportunities to carry out small-scale research tasks related to the themes of the module.</p> |

| Outline Syllabus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>We will start our explorations by considering different perspectives on the meanings of peace and violence. What assumptions are we making when we use these words? What values underpin different perspectives? How might understandings of peace and violence vary across different times, places and cultures? And what implications does this have for scholars and practitioners in this field? Following on from this, we will look at selected approaches to studying peace and violence, at different scales and via both qualitative and quantitative research methods. What are the strengths and the limitations of these different ways of understanding the drivers of violence and the conditions for peace? We will also look at examples of peace practice, again across different times, places and scales. Underlying our engagement with theories and practices will be an important question for reflection: Where might we position ourselves as people working in this field?</p> |

| Learning Outcomes |                                                                                                                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Number    | Description                                                                                                                                                                                                           |
| 01                | Distinguish and compare different theories and concepts of peace, violence and related concepts, and recognise the ways in which these are shaped by their historical, cultural and political contexts.               |
| 02                | Explain and evaluate different approaches to the academic study of peace and violence, demonstrating an understanding of key concepts, research methods, types of data, and the kinds of analysis they make possible. |
| 03                | 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..       |
| 04                | Produce planned, properly referenced and well-structured written arguments with clear introductions, appropriate use of key concepts and effective engagement with academic arguments.                                |

| Learning, Teaching and Assessment Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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, online and offline activities and directed study. Formative work includes individual preparatory work and group work in class. Formative and summative tasks are designed to allow and encourage you to demonstrate your achievement of the learning outcomes, and to being developing your own perspective on some of the important questions of our time. |

| Mode of Assessment |                                    |                                                                                                              |           |
|--------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------|
| Type               | Method                             | Description                                                                                                  | Weighting |
| Summative          | Coursework - Portfolio/e-portfolio | Portfolio of work incl' reflective evaluation and a diagrammatic representation of a concept (3000-3200wrds) | 100%      |

| Reading List                                                                                                                                             |
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| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> |

*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.*