

Module Details	
Module Title	Peacebuilding, Conflict and Security
Module Code	PES5024-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Lectures	18
Supervised time in studio/workshop	15
Directed Study	167

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

Module Aims
<p>The module aims to introduce you to the complex factors and dynamics involved in conflict and peacebuilding processes in fragile or violent conflict affected areas, and methodological approaches to analysing them; and also to the inter-relationships and tensions between peace-building, security, and conflict management in such contexts. Drawing on empirical experience and case studies from across the world, the module examines the approaches, challenges and critical debates relating to Peace-building, focussing particularly on the period since the early 1990s. The module aims to develop your understanding of both the problem-solving and the critical dimensions of peacebuilding. You will gain familiarity in the various theoretical underpinnings of the term "peacebuilding" and the debates and critiques of international approaches to peacebuilding (including "liberal peacebuilding"). Through case studies, you will examine and explore how peacebuilding is operationalised by peacebuilders in the field, gaining a basic familiarity in some common techniques for promoting peace in fragile contexts.</p>

## Outline Syllabus

The Module syllabus reflects the module aims. The syllabus will be taught in two study blocks.

The first block will focus on reading and theoretical work to gain an in-depth understanding of the complex factors and dynamics involved in conflict and peace-building processes; the interrelationships and tensions between security, peace-building and conflict management in fragile and conflict affected contexts; and how the term peacebuilding developed and how it has been contested in the literature.

The second block will comprise lectures sessions and workshops enabling you to explore, examine case studies, and understand contemporary debates about some common approaches to peacebuilding practiced by peacebuilders and peace-building missions in the field.

## Learning Outcomes

Outcome Number	Description
01	Distinguish and critically assess core concepts and theoretical approaches for explaining relationships between politics, security and development, and the mechanisms that drive, sustain and reproduce these.
02	Explain complex concepts and theories in a concise, confident and accurate manner
03	Systematically review academic debates, clearly distinguishing and explaining the main contending theoretical perspectives, showing awareness of key differences in reasoning.
04	Design and carry out a small-scale investigation selecting and justifying appropriate methods for gathering and analysing primary data.
05	Explain and assess the rationale for two or more research methods within an existing or hypothetical research project.
06	Exercise critical judgement, through distinguishing strengths and limitations in academic theories and research evidence.
07	Recognise and discuss relationships between knowledge practices and the forms and operations of power.
08	Work independently through steps in problem-identification, problem-analysis and the formulation and assessment of possible solutions, showing awareness of underlying assumptions and normative positions
09	Use concepts and theories to investigate issues in discipline-related case-studies, to develop critically-aware insights and perspectives.
10	Plan and execute a range of assignments, including essays, reports and reflective pieces, showing awareness of the different demands they place on the author.
11	Critically evaluate a range of common techniques used by security and development practitioners, such as stakeholder analysis and conflict sensitivity analysis.

## Learning, Teaching and Assessment Strategy

Learning and teaching will be through a blended learning approach, involving a mixture of online and face-to-face lectures, seminars and workshops; together with reading tasks and plenary and small group discussion sessions. The first study block will emphasise blended online and face-to-face lectures, seminars and reading tasks; while the second study block will require you to research different case studies and engage in workshops and group discussion where you explore the use of different approaches and techniques and apply these to the case studies you have researched.

The aim of the assessment strategy is to promote and review the progressive achievement of learning outcomes. This is achieved through building up a portfolio of various formative activities to prepare for work in class, with formative assessment where appropriate (such as developing an outline of a strategy for analysing a question; presenting a comparison between theories in diagrammatic form or designing a policy analysis) which cumulatively build towards summative tasks. Summative assessment comprises of preparing a critical policy analysis or policy report on specific policies or policy issues, and preparing an essay analysing a question relating to peace/security building approaches or experiences, drawing on empirical or case study evidence.

## Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Analysing a question related to peace/security building approaches or experiences - 1700-1800 words.	40%
Summative	Coursework - Written	Policy report or policy analysis on specific policies/policy issues - 1700-1800 words.	40%
Summative	Presentation	Case study presentation (in groups). Case studies will be based on the concepts of peacebuilding, conflict and security	20%

## 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.*