



Critical Thinking and Violence
(L-EA- 0622)
JGLS Cross Elective: Fall 2025
4 Credits

Course Information

Course Duration: 15 weeks

Credit Hours:

Meetings: By Appointment

Location: JGLS

Prerequisites: None

Equivalent Courses: None

Exclusive Courses: None

Instructor Information

Instructor: Anub Mannaan

Biography: Anub is a researcher and an independent consultant in the field of Education and Child Rights in India. She is an Associate Professor and Assistant Director for International Institute for Higher Education Research and Capacity Building at O.P. Jindal University

Her work covers a range of topics which include violence, new age war, children in conflict with law, skill development for the underprivileged, children in conflict affected areas and the need and impact of Human Rights awareness programmes. Some of her research work has included implication of ‘new age war’ on education for conflict diaspora, impact of long running conflict on educational access - intergenerational perspective, need and feasibility of skill development programs. As a consultant for National Commission for Protections of Child Rights (NCPCR), she examined the winter education policy and practices in the Kashmir region. She has been a faculty at Indraprasth University where she taught research methodology and its various aspects.

She has Co – authored a chapter in book titled ‘Education in South Asia and Indian Ocean Island’ (Bloomsbury Publication) and writes as an education expert for Observer Research Foundation (ORF).

Anub holds an MPhil (Education Research) from the University of Cambridge, UK; MSc in International Employment Relations and Human Resource Management from the London School of Economics (LSE), UK; and a BA in Psychology from the University of Mumbai, India.

Email: anub.mannaan@jgu.edu.in
Phone: NA
Office: 2nd Floor, North, No 1-b, FOB
Office Hours: TBA

Faculty Declaration:

This document is prepared by the course instructor and contains basic information relevant to the teaching of the course. It is the official record as far this elective course is concerned. This manual should however be used only as a general and indicative guide to the course. It is not a final, exhaustive, or binding record. The instructor will use will implement innovative teaching methods or amend activities. All changes will be implemented with prior notice to students.

Course Description

This interdisciplinary course delves into the complex nature of violence, its root causes, and its various manifestations at personal, societal, and global levels. By examining different types of violence—such as physical, economic, political, cultural, cyber, sexual, and psychological violence—learners will develop a comprehensive understanding of how violence operates within different contexts and the broader implications it has on individuals and communities. The course explores the nuances of new age war and 21st century conflict and its connection to various forms of violence faced.

The course emphasizes critical thinking and problem-solving skills as essential tools for analyzing and addressing violence. **Through a dynamic and interactive approach, students will engage in activities such as role-playing, filmmaking, debates, and case study analysis to explore violence from multiple perspectives.** These activities will not only enhance their ability to critically evaluate information but also foster creativity in designing effective solutions.

Beyond theoretical discussions, the course is designed to equip learners with practical skills to navigate complex information landscapes. Students will learn to assess sources, identify biases, and engage in reasoned decision-making in both personal and societal contexts. By fostering intellectual curiosity and analytical rigor, the course serves as a stepping stone toward advanced research in social sciences, human rights, conflict resolution, and related fields.

By the end of the course, participants will have developed the confidence and competence to think critically about conflict, violence, assess information rigorously, and contribute meaningfully to discussions and initiatives aimed at reducing violence and promoting social justice.

Course Intended Learning Objectives(Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Understand the principles of violence. Recognize key debates surrounding violence	Practical classes, debates and class discussions.	Group activity - Movie making
Identify logical fallacies and cognitive biases	Practical classes, debates and class discussions.	Debates and discussions in class.
Develop critical thinking skills to evaluate narratives related to violence and 21 st century conflict	Practical classes, debates and class discussions.	Open book written exam.
Develop an understanding for research. Develop ability to design research within context of violence. identify own biases.	Practical classes, debates and class discussions.	Journal keeping.

Scheme of Evaluation and Grading

Evaluation breakup

Total Internal Assessment – 70 %

- ***Movie Making (30 marks)***

Students will work in groups to make a movie on violence.

- ***Research Journal Presentation (20 marks)***

Students will design a questionnaire and conduct research on 1- 3 participants. Through the process they will maintain a journal. They will present their work.

- ***Class Debates (10 marks)***

Mid term student will be given topic for debate. They will be evaluated basis their understanding of the subject and ability to critique

- ***Class Participation (10 marks)***

Total External Assesment – 30 %

End term examination will account for 30 marks. It is an open book exam. Students can bring in their notes. However, usage of phone will not be allowed. The exam will require students to submit an analytical essay in response to questions.

Grade Definition

COURSE LETTER GRADES AND THEIR INTERPRETATION			
Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75-79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70-74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with any known disability needing academic accommodation are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict

confidentiality on the matters under its purview. Students should preferably register with the Committee during the month of June/January as disability accommodation requires early planning. DSC will coordinate all disability related services such as appointment of academic mentors, arranging infrastructural facilities, and course related requirements such as special lectures, tutorials and examinations. All faculty members are requested to refer students with any of the above-mentioned conditions to the Disability Support Committee for getting them disability-related accommodation. Faculty members are also requested to be sensitive to the needs of such students and cooperate with Disability Support Committee and the School, extending students the necessary support by maintaining utmost confidentiality of the matter.

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

Keyword Syllabus

Violence, Typology of Violence, War, Critical Thinking, Research.

Session Plan

Week	General Topic		Approach/Pedagogy
1	Introduction	<ul style="list-style-type: none">▪ Introduction to seeing the unseen▪ Discussions on our understanding of violence	Through photo elicitation, class discussions and role play
2	Understanding conflict	<ul style="list-style-type: none">▪ Types of conflict▪ Understanding conflict resolution	Class discussion, activities

3	Definition of Violence	<ul style="list-style-type: none"> ▪ Understanding violence ▪ Definitions of violence ▪ Limitations of violence 	Lecture, class discussions and group activity
4	Types of Violence	<ul style="list-style-type: none"> ▪ Different kinds of violence ▪ Structural violence 	Lectures, class discussions and activity
5	Critical Thinking	<ul style="list-style-type: none"> ▪ Understanding critical thinking ▪ Cognitive biases ▪ Understanding problem solving framework ▪ Connecting critical thinking with violence 	Lecture, class discussions and group activity.
6	Students Debates	<ul style="list-style-type: none"> ▪ Debates on larger theme of violence ▪ Distribution of Movie topic 	Student led discussions
7	Impact of Violence	<ul style="list-style-type: none"> ▪ Understanding the psychological and social impact of violence on individual and community 	Lecture, class discussions and activity.
8	New Age War	<ul style="list-style-type: none"> ▪ Understanding modern day war ▪ Understanding its implication to the individual and community 	Lecture, class discussions and activity.
9	Migration and Refugees	<ul style="list-style-type: none"> ▪ Understanding the plight and challenges of refugees ▪ Understanding violence and 	Lecture, class discussions and activity.

		challenges	
10	Case Studies	<ul style="list-style-type: none"> Analyzing case studies on violence. Case studies on domestic violence Case study on cyber bullying Case study on conflict zone Case study on refugee 	Student led discussion
11	Case Studies	<ul style="list-style-type: none"> Continuation of the above discussion 	Student led discussion
12	Education in times of war and conflict	<ul style="list-style-type: none"> Understanding refugee challenges Role and purpose of education in times of violent conflicts Understanding the concept of reflexivity 	Lecture, class discussions and activity.
13	Reflexivity	<ul style="list-style-type: none"> Sharing of reflexivity logs Submission of work 	
14	Movie Screening	<ul style="list-style-type: none"> Show casing of the 15 minute movie made by each group 	
15	Revision	<ul style="list-style-type: none"> Revision and preparation for exams 	

Readings*:

The Wiley Handbook on Violence in Education : Forms, Factors, and Preventions, edited by Harvey Shapiro, John Wiley & Sons, Incorporated, 2018. ProQuest Ebook Central,
<http://ebookcentral.proquest.com/lib/cam/detail.action?docID=5355898>.
Created from cam on 2021-09-23 09:34:16.

Galtung, J.,(1969), “Violence, Peace and Peace Research” *Journal of Peace Research*,6, 167-91.

Kaldor, M. 2012. New and Old Wars: Organized Violence in a Global Era. Cambridge: Polity Press.

<https://www.concern.net/news/global-refugee-crisis-explained>

United Nations (2020). Hidden Scars. How violence harms mental health of children

<https://www.britannica.com/topic/violence>

What is cognitive bias? Definition, Types and Examples

<https://www.scribbr.com/research-bias/cognitive-bias/>

Is cognitive bias affecting your decisions?

<https://www.healthline.com/health/mental-health/cognitive-bias>

Salmi, J. (2000). Violence, democracy, and education: an analytical framework. 56. Washington. Available at: <http://documents.worldbank.org/curated/en/2000/02/692921/violence-democracy-education-analytical-framework> (Accessed: 5 October 2015).

*further resources will be shared through the course of the semester.