

Module Details	
Module Title:	Gender, Conflict and Development
Module Code:	PES7041-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Peace Studies
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	22
Seminar	11
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To introduce you to applied gender analysis in understanding the roots of conflict, the impacts of violent conflict and the design of post-conflict reconstruction and development; to combine gender analysis and conflict analysis in the scrutiny of development policies in conflict and post-conflict settings.

Outline Syllabus
Topics will include: Understanding gender, masculinity(ies) and femininity (ies) and conflict; Gendered roots of violent conflict; Gendered impacts of different types of conflict; Sexual violence during conflict and post-conflict; Shifts in gender roles during conflict; Gender and peace agreements; Gender and the conduct of peacekeeping; UN Resolutions on Women, Peace

and Security; Post-conflict reconfiguration of gender roles, including backlash; Gender and post-conflict reconstruction, social development and peacebuilding; Gender and post-conflict politics (representation and legislative processes); gender and demobilisation, disarmament, and reconstruction; gender and security sector reform, including justice sector issues such as transitional justice and access to justice.

Learning Outcomes

1	Apply a gender perspective to conflict analysis (the roots and impacts of violent conflict).
2	Apply a gender perspective and to post-conflict reconstruction strategies.
3	Apply a gender perspective to development policies in conflict and post-conflict settings, thus combining conflict analysis and gender analysis.
4	Critically assess both academic and policy-related texts, and real-life policies on conflict and post-conflict situations for their degree of gender-sensitivity and gendered impact.
5	Identify and use policy and practitioner-networks on gender and conflict/post-conflict.

Learning, Teaching and Assessment Strategy

The module is taught through a combination of lectures, class discussion, report preparation, and directed independent study. Through this combination of teaching and support, you will be enabled and supported to achieve all of the intended learning outcomes of this module.

This course is deliberately quite policy-oriented. Working in the development field you would likely be required to produce briefing reports or policy documents. Therefore the assessment for this module will be achieved through research and preparation of a substantial briefing report, presented in a 'grey literature' style on some aspect of gender, conflict and development either in a country context, or a policy area of the module (to be individually agreed with the module leader), which will enable adequate assessment of each of the learning outcomes. Feedback will be provided not only on the submitted assessed report, but also on draft outlines and in the course of all discussions. You will be explicitly taught how to prepare a research report that conforms in presentation and style to the norms of such grey literature as produced by non-governmental, governmental and inter-governmental agencies.

Mode of Assessment

Type	Method	Description	Length	Weighting
Formative	Coursework	Periodic seminars led by module leader on how to write a briefing report, help students identify suitable topics plus individual feedback on planned report outlines		%
Summative	Coursework	A briefing report presented in a 'grey literature' style on	3600-4000 words	100%

		some aspect of gender, conflict and development either in a country context, or a policy area		
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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.