

Module Details	
Module Title:	Security and Development in Fragile and Conflict- Affected Areas
Module Code:	PES7048-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	11
Seminar	11
Laboratory	12
Directed Study	166

Availability	
Occurrence	Location / Period
ADB	African Development Bank, Tunis, Tunisia / Semester 3 (June - Oct)
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
<p>To enable you to develop advanced knowledge and understanding of the complex interrelationships between conflict, security, poverty and development in developing countries, and particularly in fragile and conflict affected areas – historically and since the mid-1990s.</p> <p>To enable you to develop an advanced understanding of key concepts, theories and approaches to the nexus between violence, security, development, poverty and governance.</p> <p>To develop and apply the skills necessary to use analytical frameworks for understanding and assessing human insecurity; fragility, fragile states, conflict- and gender- sensitivity, natural resource governance; resilience, and peace-building and state-building processes.</p> <p>To enable you to develop a detailed knowledge, understanding and capacity to engage with key</p>

policy and practitioner community debates relating to areas of development, poverty reduction, security, justice, governance and recovery from complex crises, as they apply to actors and programmes in fragile and conflict-affected countries, and also in fragile areas of otherwise relatively stable developing countries and emerging powers.

To familiarise you with key methods and assessment frameworks used in international policy and practitioner communities concerning gender sensitivity, fragility assessments, conflict sensitivity, natural resource governance in fragile areas; community safety and security; and security and justice sector reform; and to gain experience in applying these.

Outline Syllabus

Examination of the inter-relationships between peace, conflict and national development, and then of the inter-relationships between violent conflict, (in-)security, poverty reduction, natural resources; governance and human development – historically and since the mid-1990s; drawing on empirical examples and findings.

Examination of the significance and impact of the conflict-security-development nexus and dynamics; drawing on empirical research and lessons from experience.

Grounding in key concepts, perspectives and analytical frameworks for conceptualising, examining and assessing fragility, resilience, conflict sensitivity, gender sensitivity, natural resource governance, and peace-building and state-building processes in programme, country or regional contexts.

The development and implementation of policy and practitioner debates and guidelines relating to working in or engaging with fragile or conflict-affected states or areas, in relation to national or local security and poverty alleviation strategies including: the OECD-DAC Paris Declaration, the ‘aid effectiveness’ agendas, security and justice sector reform; the ‘New Deal’ on Peace-Building and State-Building; conflict- and gender sensitivity, challenges of enhancing natural resource governance, and the development and operationalisation of the SDGs (particularly SDG 16).

Detailed examination, and engagement with policy debates and lessons-learned, of selected specific issues relating to the conflict-security-development nexus and fragile contexts, including for example: the ‘resource curse’ and natural resource governance; conflict goods; war economies, trafficking and transnational crime; ‘borderland’ governance; development and security; roles of customary as well as formal state authorities in dispute settlement, policing, and governance; gender roles and programmes; and security and justice sector reform strategies and processes.

Learning Outcomes

1	Explain and assess at an advanced level interrelationships between conflict, security, development, in developing countries and particularly their characteristics and significance in contexts of fragile or conflict affected areas or states; referring to empirical examples and lessons from experience.
2	Explain, apply and critically assess key concepts, theories and analytical frameworks for conceptualising, examining and assessing fragility, resilience, conflict sensitivity, gender sensitivity, and peace-building and state-building processes in programme, country or regional contexts. Identify and explore at an advanced level the relevance of gender to development and security in fragile contexts.
3	Analyse and assess the development and implementation of policy and practitioner debates and guidelines for working in or engaging with fragile or conflict-affected states or areas, in relation to national or local security and poverty alleviation strategies and to policies, programmes and activities of international actors and institutions

	concerned with aid, trade, investment, or co-operation relating to governance, security or justice provision.
4	Assess, and engage knowledgably with, policy debates and lessons-learned, of selected specific issues relating to the conflict-security-development nexus and fragile contexts. Discuss at an advanced level the extent to which security and access to justice is itself a developmental or anti-poverty goal; and of the debates concerning risks as well as opportunities of 'securitising' development issues, in relation to developing countries and particularly to fragile or conflict-affected contexts.
5	Collaborate effectively with others in the completion of appropriate academic tasks.
6	Generate clear, concise and coherent advanced analysis and communication, tailored to the appropriate audience.
7	Gather and analyse relevant information and conduct advanced library research and work independently using advanced academic analysis skills.

Learning, Teaching and Assessment Strategy

Teaching will be through a combination of lectures, seminars, class discussions and exercises, a group project and presentation; and a laboratory workshop.

Learning will develop through participation in lectures, seminars, class discussions, group project and presentation; directed study, and tutor support; and also through participation in a laboratory workshop.

Formative assessment will be undertaken through feedback from: class discussions and exercises; group project outlines and presentations; feedback during laboratory workshop; class and individual tutor feedback on planned written work.

Summative assessment will be through an essay, presenting desk research and analysis of a question set by the module tutors; presentation and supporting notes for a short group project; and a reflective report for the thematic laboratory workshop and gender. Supplementary for the group project will take the form of an individual piece of word agreed by the Module Leader.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Group project research, analysis and presentation with supporting notes; SUPPLEMENTARY Individual piece of work	20 minutes	20%
Summative	Coursework	Essay based on desk research and analysis	2800-3000 words	80%

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.