

Module Details	
Module Title	Gender, Conflict and Development
Module Code	PES7041-B
Academic Year	2023/4
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	33
Directed Study	167

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

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	
Outcome Number	Description
01	Apply a gender perspective to conflict analysis (the roots and impacts of violent conflict).
02	Apply a gender perspective and to post-conflict reconstruction strategies.
03	Apply a gender perspective to development policies in conflict and post-conflict settings, thus combining conflict analysis and gender analysis.
04	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.
05	Identify and use policy and practitioner-networks on gender and conflict/post-conflict.

Learning, Teaching and Assessment Strategy
<p>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.</p> <p>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.</p> <p>Please note that the supplementary assessment will be by a 3-hour closed-book examination.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework Written	A policy briefing report presented in a 'grey literature' style.	100%
Formative	Not assessed	Seminars on how to write report. Feedback on individual report outline proposals (uploaded to VLE)	N/A
Referral	Examination - Closed Book	The examination will test knowledge and understanding of the topics covered in the modules	100%

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.

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