

Security and Development in Fragile and Conflict- Affected Areas

Module Code:	PES7048-B
Academic Year:	2018-19
Credit Rating:	20
School:	Division of Peace Studies and International Development
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 Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

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.

To enable you to develop an advanced understanding of key concepts, theories and approaches to the nexus between violence, security, development, poverty and governance.

To develop and apply the skills necessary to use analytical frameworks for understanding

and assessing human insecurity; fragility, fragile states, conflict- and gender- sensitivity, resilience, and peace-building and state-building processes.

To enable you to develop a detailed knowledge, understanding and capacity to engage with key 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, 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, 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, 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, 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’; 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.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 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 knowledgeably 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.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Coursework	essay based desk research and analysis	2600-2800 words	70%	Yes
Summative	Coursework	Group project research, analysis and presentation with supporting	20 minutes	15%	No

		notes of 5 minutes per student (Supplementary individual submission of slides and notes)				
Summative	Coursework	Reflective report on gender lab	1000-1200 words	15%		No
Formative	Coursework	Feedback for class exercises, group project preparations and lab workshop exercises		%		No
Formative	Coursework	small group/seminar discussions (supervised by the module tutor); plus tutor individual feedback on planned essay outlines		%		No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).