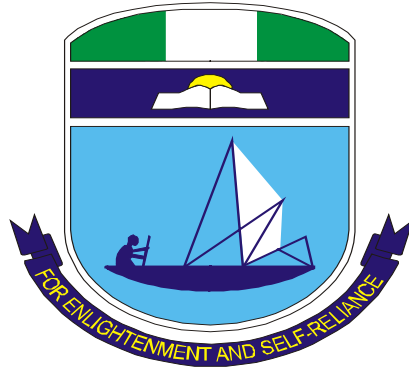


# **UNIVERSITY OF PORT HARCOURT**



## **CENTRE FOR GENDER, CONFLICT AND DEVELOPMENT STUDIES (CGCDS)**

**GUIDELINE FOR POST GRADUATE DIPLOMA (PGD),  
MASTERS (M.SC.) AND PhD IN GENDER, CONFLICT  
AND DEVELOPMENT STUDIES; UNIVERSITY OF PORT  
HARCOURT.**

**APRIL 2021 EDITION**

## **HISTORY**

Centre for Gender, Conflict and Development Studies (CGCDS) University of Port Harcourt came into being following the de-emerging of former Centre for Conflict and Gender Studies (CCGS) by the university authority in March, 2021. The authority's reason for de-emerging of the Centre is that study areas should be able to be visible as to attract international and national supports. It may interest you to note that this Centre has passed through several technical tinkering; first was the merging of former Centres for Ethnic conflict (CENTECs) headed by Professor Mark O. Anikpo and Patience Jonathan Centre for Gender and Women Development Studies (PJCGDWS) (2013) also headed by Professor Elizabeth Okeke and the merger gave birth to Centre for Conflict and Gender Studies in 2015, and this was headed by Professor Fidelis Allen. In 2021, Centre for Conflict and Gender Studies was further demerged and its name became Centre for Gender, Conflict and Development; and Professor Heoma Nsirim-Worlu, became its pioneer Director. The reason giving for the merging and de-merging which this Centre had passed through is just for repositioning it to meet the perceived vision of the Unique University in the comity of universities. This Centre is a creation of the Senate of University of Port Harcourt.

The core mandate of this Centre revolves around research, teaching and community service, which is stemmed on research thereby providing evidence without creating ambiguity in the minds of such organisations as to what the Centre stands for.

This Centre is wired to make relevant contributions in the area of gender, conflict and development through research, teaching and community service by addressing challenges that arise in our society due to power relations between the gender which is a major obstacle to development and an anathema to the improvement in the social status of women in the nation's development studies. It will further provide ways and means (way forward) for the elimination of practices that hinder and prevent the two main groups that make up gender from existing harmoniously, thereby enthroning gender equity and inclusiveness.

## **PHILOSOPHY**

The philosophy of the Centre is to promote harmonious existence between the males and females by encouraging the complimentary in their roles thereby bringing about gender equity that will lead to meeting the sustainable development goals of equality of human species.

## **VISION**

This Centre seeks to be the best in global south when it comes to Gender, Conflict and Development research, teaching, training and community services. The multi-disciplinary nature of its staff and team of experts. Its ability to establish and carry out responsibilities in compliance with global best practice and professional standards contribution to the reduction of conflict as shrouded by power relations in all human establishments.

## **MISSION**

Our Centre' mission is to expose male and female populations to the knowledge of social, cultural, economic and political hindrances to development at the local, national and international levels, in order to attain peaceful co-existence for sustainable development. This will be achieved by the mobilisation and application of relevant skills and competencies toward evidence based policy research in gender and development studies and thus reduce the gap caused by conflict in our daily interactions.

## **RATIONALE /JUSTIFICATION**

The location of gender matters/issues is an index to measure development. The continued hues and cries as occasioned by the deprivation, oppression and exclusion of some humans by others especially in the developing nations are undesirable, therefore gender and development practitioners need specialised skills and knowledge in order to bring about gender mainstreaming and ensure national and institutional polices on gender which is needed to bring about equality of humans and reduction of conflict in the communities.

## **OBJECTIVE OF THE POST GRADUATE PROGRAMME**

The goal of the postgraduate programme is to provide quality graduate training and research that students need to be able to identify challenges gender divide contribute to the under development of people and therefore adopt appropriate measures / strategies to eliminate or bring them to the barest minimum.

The specific objectives of the programme include;

1. To deliver high level post-graduate programmes at the Post-graduate Diploma, Masters' and Doctor of Philosophy levels.
2. To prepare students with theoretical, methodological and practical skills and knowledge in contemporary gender, conflict and development studies.
3. To enable those who have interest in gender, conflict and development discourses, whose first degrees would not give them the opportunity to achieve their desired target in this area.
4. To engage in practical projects that build capacity for achieving sustainable development goals through community engagement, dialogue, negotiation and networking.

## **ELIGIBILITY**

To be eligible for admission into the Post-graduate diploma programme, a candidate must possess a first degree, and/or HND degree with a third class or, pass from any recognised university. For admission into a master's degree and Doctor of Philosophy degrees, the requirements are as stipulated by the School of Graduate Studies (SGS), University of Port Harcourt.

## **DURATION**

The Post Graduate Diploma programme is for a period of twelve calendar months.

The Master's Degree, a maximum of twenty four months; while the Ph.D. programme lasts for a maximum of thirty six months. All the programmes run on modular basis.

## **MODE OF APPLICATION**

The request for application form should be made to the Centre for Gender, Conflict and Development Studies, University of Port Harcourt accompanied by the stipulated fee. The applicant's name, address and desired course written at the reverse side of the receipts.

## **METHOD OF TEACHING**

The course will include lectures, group work, case studies, directed reading, presentation and individual assessment. There will be some video materials utilized to support theoretical concepts in course of the lectures.

## **METHOD OF ASSESSMENT**

A three – hour examination will be written by each student for each course. Examinations are conducted to enable us test for the student' understanding and critical evaluation. A term paper and test shall be part of a continuous assessment.

## **GRADUATION**

A student shall be eligible for the award of Postgraduate Diploma if;

- (a) He/She obtains a cumulative CGPA of 3.00 on a 5 point grading scale at the end of the programme
- (b) He/She has obtained a "Pass" in the project

To obtain a Master's and /or Doctoral degrees, shall follow the School of Graduate Studies guideline to the latter.

## **COURSE REQUIREMENTS**

To graduate from the Diploma programme, a candidate must obtain a minimum of 30 credit units. This credit load will include a research project of 6 credits to be completed after the course work, the students are required to take at least 1 elective courses per quarter (module). For the Masters' and for Ph.D., this is in line with the School of Graduate Studies' Guidelines.

## LIST OF ACADEMIC STAFF

S/NO	NAME	QUALIFICATION	AREA OF SPECIALISATION	DESIGNATION
1.	Ifeanacho, M. I.	B.Sc., M.A., Ph.D.	Human Resources Management	Professor
2.	Okodudu, S. A	B.Sc., M.Sc., Ph.D. UPH	Development Studies	Professor
3.	Anele, K. A.	B.Sc., M.Sc., Ph.D.	Social Dynamics	Professor
4.	Nsirim-Worlu, Heoma	RNE (Ibadan), B.Sc., M.Sc., Ph.D. (UPH), Post Doc. (UNT, USA)	Development Studies. Environment, Gender, Conflict, Aging Studies.	Professor <b>(Director of the Centre)</b>
5.	Amadi, Glory	B.Ed, M.Ed and PhD (Uniport)	Entrepreneurial Skill	Professor
6.	Ogunka-Nnokam, Charity	B.Sc, M.Sc and PhD (Uniport)	Nutritional Biochemistry/Toxicology	Professor
7.	Obiora, Judipat	B.Sc(NAU); PGD (RSU); MBA(RSU); Ph.D (UNIPORT)	Organisational Management	Professor
8.	Olarenwaju Lawal	B.Sc (Iba), M.Sc (Hohenheim), PhD(East Lond)	Geocomputation, Modelling & Integrated Geography	Reader
9.	Abu, O.P.	B.Sc., M.Sc., Ph.D.	Industrial Analysis, Medical Sociology and Social Gerontology	Senior Lecturer
10.	Badey, Dinebari K.	B.Sc., M.Sc., Ph.D(Uniport)	Development Studies	Senior Lecturer
11.	God'sPresence, Emily	B.A, M.A and PhD(Uniport)	Feminist Film Criticism and Gender Studies	Senior Lecturer
12.	Durueke, Onyinye	B.A., M.A., and Ph.D. (Ibadan).	Gender Studies/Peace and Conflict Studies.	Senior Lecturer
13.	Amadi, Sample O.	PhD, M.Sc and B.Sc	Theories	Professor
14.	Wonah, Emmanuel	PhD, M.Sc and B.Sc (Uniport)	Development Studies	Senior Lecturer
15.	Agwanwo Destiny	B.Sc, M.Sc and PhD (Uniport)	Criminology/Police Science	Senior Lecturer

**NON-TEACHING STAFF OF CGCGS**

<b>S/NO.</b>	<b>NAME</b>	<b>QUALIFICATION</b>	<b>DESIGNATION</b>
01.	Nwulu, Stella Wobiarueri	BA (ED) English Language	Senior Assistant Registrar (SAR)
02.	Nwinee, Nutam	B.Sc. Accounting	Principal Accountant
03.	Wali, Dorathy	Computer Operator	Data Processing Officer
04.	Anele, Peace	First Leaving Certificate	Caretaker
05.	Orlu, Anthony	WASC	Driver

## **POST-GRADUATE DIPLOMA (PGD) IN GENDER, CONFLICT AND DEVELOPMENT STUDIES**

### **i. QUALIFICATION FOR ADMISSION:**

To qualify for admission into the Post-Graduate Diploma programme, a candidate must possess a third class (3<sup>rd</sup>) degree or equivalent level with a CGPA of 1.5 points on 5-point scale of the University of Port Harcourt in any field. For HND background, lower credit pass shall be considered

### **ii. DURATION:**

The Post-Graduate Diploma programme in Gender, Conflict and Development Studies runs full time for twelve (12) calendar months minimum duration and 24 months maximum duration.

### **iii. REQUIREMENTS:**

A candidate is required to offer nine (9) taught courses which shall lay emphasis on gender, conflict and development issues.

In addition, one seminar paper is to be presented by every candidate before graduation. On successful completion of the programme, each candidate is awarded a PGD Certificate in Gender, Conflict and Development Studies.



## FIRST QUARTER

S/No	Course Code	Course Title	Credit Unit
1.	GCDS 701.1	Research Methods	2
2.	GCDS 702.1	Introduction to Gender, Conflict and Development Studies	2
3.	GCDS 703.1	Culture and Development	2
<b>ELECTIVE (CHOOSE ONE)</b>			
4.	GCDS 704.1	Internally Displaced Persons and Development	2
5.	GCDS 705.1	Security Architecture and Violence Management	2

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## SECOND QUARTER

S/No	Course Code	Course Title	Credit Unit
1.	GCDS 706.1	Introduction to Theories of Gender, Conflict and Development	2
2.	GCDS 707.1	Politics and Civic Education	2
3.	GCDS 708.1	Gender and Power Relations in Organisations	2
<b>ELECTIVE (CHOOSE ONE)</b>			
4.	GCDS 709.1	Wealth Distribution & Human Right	2
5.	GCDS 710.1	Family and Career Development	2

8

## THIRD QUARTER

S/No.	Course Code	Course Title	Credit Unit
1.	GCDS 711.2	STEM and Development Issues	2
2.	GCDS 712.2	Women in Development and National Identity	2
3.	GCDS 713.2	Global Justice and the Legal Systems	2
<b>ELECTIVE (CHOOSE ONE)</b>			
5.	GCDS714.2	Gender Equality and Inclusivity	2
6.	GCDS 715.2	Patriotism and Nationalism	2

8

## FOURTH QUARTER

S/No.	Course Code	Course Title	Credit Unit
1.	GCD 710.2	Seminar on Gender and Development	3
2.	GCD 711.2	Seminar on Conflict and Development	3
3.	GCD 712.2	Individual Research Project	6
			<b>12</b>

## COURSE ASSESSMENT

Each course will be assessed on the basis of

- a. 30% continuous assessment
- b. 70% end of semester written examination. Candidates are expected to obtain a minimum grade of 'C' (50%) in each course they registered for and a seminar in order to be qualified for the award of the Post-Graduate Diploma in Peace and Conflict Studies. Grades per performance Shall be:

A	=	70% - 100%
B	=	60% - 69%
C	=	50% - 59%
F	=	0% - 49%

## DIPLOMA CLASSIFICATION

The PGD in Gender, Conflict and Development Studies will be awarded with Distinction, Upper Credit, Lower Credit and a Merit. The cumulative grade point for classification shall be:

## CLASS OF DIPLOMA CGPA

Distinction	4.50 – 5.00
Upper Credit	4.00 – 4.49
Lower Credit	3.50 – 3.99
Merit	3.00 – 3.49
Fail	1.00 – 2.99

## **COURSE DESCRIPTION**

### **GCDS 701.1. INTRODUCTION TO RESEARCH METHODS AND SEMINAR**

Areas to be covered include; an introduction to the principles of research in gender, conflict and development studies, bearing in mind the multidisciplinary nature; design of research instrument; empirical studies design as well as the qualitative and quantitative methods of analysis, and the different approaches for project writing.

### **GCDS.702.1 INTRODUCTION TO GENDER, CONFLICT AND DEVELOPMENT STUDIES**

This course aims to highlight the key roles females and males can play in economic development of a nation and the globe and how their varied activities can bring about conflict and underdevelopment of a people. Basic Concepts will be looked into and how related they individually and collectively account to the transformation of the people and their living standard. Concepts like; Gender, Sex, Gender Roles, Gender Equity, Conflict, its determinants, and impact/influence. Role of individuals, community, government and civil society organisations in the cause, prevention and management of conflict. It will also expose how inclusive is a veritable to development and conflict elimination or reduction.

### **GCDS 703.1. CULTURE, ETHNICITY AND DEVELOPMENT**

This course will show elaborately how people' culture and their ethnic orientation account for the numerous challenges that females and males face in their interactions. The students will understand that the gender is a social construct and its utilization in all spheres of life has created the inequality that has for a long time placed a group of humans (females) in a position of disadvantage, while the other half (males) enjoys the good things of life to the detriment of the normal growth and development needed for wholeness of the entire society. Therefore, the elimination of gendered society automatically will bring about unprecedented development especially in the Third World Nations

## **ELECTIVES**

### **GCDS.704.1. INTERNALLY DISPLACED PERSONS AND DEVELOPMENT**

When a people live and work outside their natural environment for reasons that are outside the control. This course will evaluate what can lead to that and its impact on their quality of life, their survivability and the role of government

## **GCDS 705. 1. SECURITY ARCHITECTURE AND VIOLENCE MANAGEMENT**

The course explores the nature and character of the security outfits in Nigeria and beyond. It will in addition examine the difference between the traditional and modern ways of managing the challenges arising from break down of law and order in a society

## **GCDS. 706. 1. INTRODUCTION TO THEORIES OF GENDER, CONFLICT AND DEVELOPMENT**

This is aimed at describing the relevance of theories in the academics, with emphasis on particular theories as the concepts above are concerned. Examples, will include, but not limited to feminist theories, feminist movement, conflict and development theories. It will also examine how the knowledge acquired will assist the students in building a healthy and harmonious society

## **GCDS 707. 1 POLITICS AND CIVIC EDUCATION**

This course will familiarize students with some of the key issues, questions, and concepts in politics, and how the depth knowledge of a people history and times will enable the citizens to be patriotic and relentlessly work for the development and progress of the nation. This course will introduce the students to texts that will elicit critical thinking and participation in national issues objectively; which is needed to enable the citizens to critically analyse the legal and legislative demands of both the females and males in developed and developing countries.

## **GCDS 708. 2 GENDER RELATIONS IN ORGANISATIONS**

This course focuses on a study of different social relationships among and between males and females in different organisations. Such areas include job position/responsibility, promotions, employment and violence and the like. This provides an opportunity to observe and reflect on the existing power relations and the challenges it has created in the development or under development of nations.

## **GCDS. 709. 2. WEALTH DISTRIBUTION HUMAN RIGHTS**

The way and method of sharing available family, community and national wealth and how the distribution pattern affects the right of those involved will be the focus of this

course and every student will have to present a case as to drive the information and idea home.

## **GCDS. 710. 2. EDUCATION, GENDER AND CONFLICT**

The course tried to explain away how the type and quality of education of the females and males in the society helps in the prevention and control of conflict in the society; and why it is important to champion education for all which is No. 4 on the global Sustainable Development Goals (SDGs) table.

## **GCDS 711. 2 STEM IN THE MANAGEMENT OF DEVELOPMENT ISSUES**

This course's topic touches on central and controversial issues in our lives and society, namely sex and gender, and particularly interaction between sex and gender and medicine, science, and technology. The main theoretical lenses for the course will include feminine and masculine philosophies, history and philosophy of science, and technology. It will further investigate ration of female to males in this field and the contribution of gender to the development of the nation. Students will have opportunities to attend interact with experts in the field of science, technology and development.

## **GCDS 712.2 GENDER, DEVELOPMENT AND NATIONAL IDENTITY**

Women's role expectations in traditional and modern periods are compared. Particular attention will be given to role expectations of women in the globalizing world. Discussions will include past and present policies that focus on the empowerment of women and their contribution to development as enshrined in the sustainable development goals of the United Nations. Compliance rate by different developing countries, especially in Africa, are compared in order to identify possible obstacles/challenges and then propose the way forward.

## **GCDS 713.2 GLOBAL JUSTICE AND LEGAL SYSTEM**

The aim of the course is to analyse legal phenomena from all over the world (globe) using gender lens. To achieve this aim, the course starts with a general overview of different gender theories, for example feminist theories, post-modern gender theory and Queer-theories and legal theories. These laws will be applied in order to eliminate gender based challenges/conflict and then pave the way for development for the nation. Emphasis will be directed to issues of equity, affirmative action and discrimination, violence and how to get redress when need arises

### **GCDS 714.2. GENDER EQUALITY AND INCLUSIVITY**

This course will explore how practices of a people bring about inclusivity or exclusion of a very important percentage of its population and the impact of such action in the development of the people and the possible challenges associated with the act.

### **GCDS 715.2. PATRIOTISM AND NATIONALISM**

The course will explore how the foregoing concepts account for the quality and life of a nation and their understanding brings about the development of the nation under study. It will further try to compare and contrast how and why Nigeria differs from other nations.

### **GCDS 716.2 SEMINAR ON GENDER AND DEVELOPMENT**

Individual student' topics will be chosen and researched to show how rift sexual harassment and gender based violence are shrouded in the culture of the people and has contributed to the underdevelopment of the people. Solutions will be proffered on how attitudinal change needed can rewrite how gender matters can be eliminated. The presented papers will be documented and serialized.

### **GCDS 717.2. SEMINAR ON CONFLICT AND DEVELOPMENT**

This course will enable the students to clearly understand the pattern and possible causes of n conflict and how incessant conflict in the area have contributed to underdevelopment and how its elimination can contribute to the growth of a people.

### **GCDS 718.2. INDIVIDUAL RESEARCH: WRITE, SUBMIT AND PRESENT (CORE) – 6 CREDITS**

Every student will write, defend and submit a research project at the end of the course work, leading to the Submission of a project. The topic of research must fall within one of the research areas in peace and conflict studies.

# **MASTER OF SCIENCE (M.Sc.) IN GENDER, CONFLICT AND DEVELOPMENT STUDIES**

## **I. QUALIFICATION FOR ADMISSION:**

The qualification for admission into the Master of Arts programme will be considered as follows:

- A candidate must possess at least a Second Class Lower Division (2<sup>2</sup>), in Gender and Development Studies or a degree in Social Sciences/Humanities/Education from any recognized Tertiary Institution, with a CGPA of 3.00 on 5-point scale of the University of Port Harcourt.
- A candidate must possess the University of Port Post-Graduate Diploma in Gender and Development Studies, with a minimum grade of merit.

## **II DURATION:**

The Master's Degree Programme in Gender and Development Studies shall run full time for one year minimum duration and two years maximum. On the other hand, the Part-time will run for two years minimum duration and four years maximum duration.

## **III. REQUIREMENTS:**

For the Master's Degree programme, a candidate is required to offer eight (8) taught courses, including Seminar and Thesis, all of which shall focus on gender and women development issues. On successful completion, each candidate is awarded a Master of Science Degree in Gender, Conflict and Development Studies.

**FIRST QUARTER**

S/No	Course Code	Course Title	Credit Unit
1.	SGS.801.1	ICT and Scientific Research	2
2.	GCDS801.1	Advanced Research Methods in Gender, Conflict and Development Studies.	3
3.	GCDS802.1	Models of Peace, Gender and Development	3
			<b>8</b>

**SECOND QUARTER**

S/No	Course Code	Course Title	Credit Unit
1.	SGS.802.1	Entrepreneurship and Management	2
2.	GCDS.803.1	Health Issues in Gender, Conflict and Development Studies	3
3.	GCDS 804.1	Race/Ethnicity and Culture in Africa	2
			<b>8</b>

**THIRD QUARTER**

S/No	Course Code	Course Title	Credit Unit
1.	GCDS.805.2	Gender, Peace, Security and Development	3
2.	GCDS 806.2	Advanced Theories in Gender, Conflict and Development Studies.	3
3.	GCDS 807.2	STEM and Development Studies	3
<b>ELECTIVE COURSES (CHOOSE ONE)</b>			
4.	GCDS.808.2	Religion and National Development	3
5.	GCDS.809.2	Communication Skills in Development	3
			<b>12</b>

**FOURTH QUARTER**

S/No	Course Code	Course Title	Credit Unit
1.	GCDS.808.2	Seminar on Gender and Development	3
2.	GCDS.809.2	Seminar on Conflict and Development	3
3.	GCDS 810.2	Proposal Writing, Fund Mobilisation and Advocacy in Development Studies.	3
4.	GCDS 811.2	Individual Dissertation	6
			<b>15</b>



## **COURSE DESCRIPTIONS**

### **SGS 801.1: ICT AND SCIENTIFIC RESEARCH**

This is a School of Graduate Course and it is compulsory for all students and a student is expected to have a B graduate to qualify for admission into the PhD programme in future

### **GCDS.801.1. ADVANCED RESEARCH METHODOLOGY IN GENDER, CONFLICT AND DEVELOPMENT**

The course builds on the knowledge the students had acquired in the past in the field of research methodology. The knowledge gained will equip the student in writing his/her individual dissertation. Exploration of different contemporary theories and debates on gender, conflict and development will enable the students to become the experts they desire in this field. The main objective is to analyse unequal conditions of male and female population in society. It provides an opportunity to critical issues such as sexuality, values and identity.

### **GCDS 802.1 INTRODUCTION TO MODELS ON GENDER, CONFLICT AND DEVELOPMENT STUDIES**

The society is a gendered one, a phenomenon that causes conflict among the citizenry and this informs public debates, and legislations. This course examines the models necessary to engender growth by eliminating man-made crises that impedes growth and development in contemporary Nigerian society, in our everyday lives, the school, the workplace, and the home.

### **GCDS 803.1 RACE, CLASS AND CULTURE IN AFRICA**

Topics should concentrate on contemporary issues in different parts of Africa to be able to compare and contrast different experiences of gender and development issues with local experiences such as anatomy and control, equality of educational opportunity, stratification and employment opportunity, gender and occupational choice, and how different practices have created inequity and its attendant challenges, etc.

### **SGS.802.1. ENTREPRENEURSHIP AND MANAGEMENT**

This course exposes the students to the knowledge and skills of acquiring entrepreneurial skills in the society and how to grow your business.

### **GCDS 804.1 HEALTH ISSUES**

To realize gender equality in health care, sex and gender dimension needs to be integrated in all aspects of research and clinical practice. This course brings together experts from a multitude of disciplines including clinical, basic science, public health and policy and provides participants with resources that will assist them in developing and strengthening gender-equal clinical care and research programs. The course will focus on the critical health issues for women and men through the life cycle, challenges of integrating sex and gender from the health research, practice, and policy perspectives, as well as strategies to address these challenges.

### **GCDS 805.2 GENDER, PEACE AND CONFLICT MANAGEMENT**

This course focuses on the intersection between gender and peace and conflict research. It aims to develop students' abilities to understand the complex role that gender plays in patterns of war and peace. Gender is defined as the "socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women" The course will explore topics such as gendered differences in participation and suffering; sexual violence in armed conflict; the social and political variation associated with gender equality goals and outcomes; the challenges of peacekeeping; women's participation in conflict resolution; and implications for peace building and transitional justice.

### **GCDS 806.2. STEM AND DEVELOPMENT**

This course examines the historical path of the subject matter and how men and women's lives have been impacted in the process of developing The Third World Nations. It will evidentially using statistics to expose how STEM contributes to the incorporation of our region to global economic and political systems of the globe. The course begins with theoretical and concept clarifications, inhibitors to the effective utilisation of STEM in national development and thereby make recommendations that will bring out development of the nation.

### **GCDS 807.2. INSTITUTIONS, WEALTH DISTRIBUTION AND HUMAN RIGHTS**

How the varied institutions of society over the ages accounts for the inequity that is seen in society will be x-rayed, and how the unequal distribution of wealth by major players in the society is the root of conflict in society and the efforts put in place to address the inequity will expose the human right aspect that is beclouded by society.

### **GCD 812.2. SEMINAR ON GENDER AND DEVELOPMENT**

The concept of globalization is examined. The course introduces gender issues in development, particularly with reference to developing areas where poverty, high

illiteracy rate, unemployment, underemployment and early retirement appear to be common, yet the effort is to achieve partnership between and among nations. In addition, both feminist and queer theories are considered as issues of nationality, ethnicity, race and sexuality are discussed in the effort to identify a universal ground to effectively accommodate male and female population in the globalized world.

### **GCDS 809.2 SEMINAR ON CONFLICT AND DEVELOPMENT**

This course exposes students to the various issues relating to the environment, especially environment protection and preservation. It will also examine the role of environmental groups and NGOs to ensure that big corporations reduce greenhouse emission significantly. The course shall highlight the difficulties and challenges faced by poor and developing countries in ensuring that advanced countries enforce Laws against environmental pollution due to greenhouse emission.

### **GCDS 811.2 CIVIL SOCIETY ORGANISATIONS AND MANAGEMENT OF SURVIVORS**

The role and relevance of CSOs/NGOs in the management of survivors be it in conflict, gender and development issues; by way of identifying, reporting and even protecting and documentation of the perpetrators. This course will also teach the students how to mobilise funds needed to actualise the goal it is set out to achieve. The aim is to equip students so that they can carry out their own reflections on a subject of their choice as manifest in the society

### **GCDS 808.2 SUPERVISED INDIVIDUAL DISSERTATION**

A candidate's choice of topic must be related to his area of specialisation and the work must be original

## **Ph.D. IN GENDER, CONFLICT AND DEVELOPMENT STUDIES**

Eligible candidate for admission into the Ph.D Programme must possess a Master's Degree in Gender & Development Studies from recognised University and should have an average score of 60% or its equivalent grade. Candidates who possess a Master's degree in other fields of study must also have a postgraduate diploma or Master's Degree in Gender and Development Studies with a minimum of grade "C" to qualify for admission. Admission will also be based on interview performance.

### **1.01 *METHOD OF APPLICATION***

Same as in the Masters programme, the PhD candidate must in addition submit a proposed plan of research along with his/her application.

### **1.02 *DURATION OF PROGRAMME***

- (a) The Full-Time Ph.D. programme in Gender and Development Studies should run for a minimum of Six (6) Semester or a maximum of Ten (10) semesters.
- (b) The Part-time programme should run for a minimum of Eight (8) semester, and a maximum of Twelve (12) semesters.

### **1.02 *REQUIREMENTS FOR GRADUATION***

A candidate must have fulfilled the following conditions to be awarded a Ph.D. degree in Gender and Development Studies.

- (a) To proceed to Ph.D. candidacy, a candidate must pass a comprehensive upgrading examination at a minimum score of CGPA of 4.0 or 60%.
- (b) A candidate who after two attempts fails a comprehensive examination shall be asked to withdraw.
- (c) The degree of Doctor of Philosophy enables a student with an interest to carry out independent, original research culminating in a thesis. This programme is usually completed within three years. A PhD thesis should not exceed 100,000 words and must be a thorough, comprehensive and original study of a topic or issue which makes a significant contribution to the knowledge of the particular field.

**FIRST QUARTER**

S/No	Course Code	Course Title	Credit Unit
1.	GCDS 900.1	Advanced Research Methods in Gender, Conflict and Development	3
2.	GCDS 901.1	Sexual and Gender Based Violence in Peace and War	3
3.	GCDS 902.1	Gender and Development	3
4.	SGS 903.1	ICT in Research	2
			<b>11</b>

**SECOND QUARTER**

S/NO	Course Code	Course Title	Credit Unit
1.	GCDS 904.1	Environmental Issues and Management	3
2.	GCDS 905.1	Violence, Law and Social Justice	3
3.	GCDS 906.1	Victimology	3
<b>ELECTIVE COURSES ( CHOOSE ONE)</b>			
4.	GCDS 907.1	Social Movement, Activism and Resistance	2
5.	GCDS 908.1	Arts and Development	2
			<b>11</b>

**THIRD QUARTER**

S/NO	Course Code	Course Title (Core Courses)	Credit Unit
1.	GCDS 909.2	Refugism and Humanitarian Services	3
2.	GCDS 910.2	Politics and Governance	3
3.	GCDS 911.2	Gender Mainstreaming and Nation Building	3
		<b>ELECTIVE (CHOOSE ONE)</b>	
4.	GCDS 912.2	Human Crises and Conflict Management	2
5.	GCDS 913.2	Natural Resource, Gender and Development	2

**11****FOURTH QUARTER**

S/NO	Course Code	Course Title	Credit Unit
1.	GCDS 914.2	Research Seminar	3
2.	GCDS 915.2	Migration, Human Trafficking and Modern Slavery	3
3.	GCDS 916.2	Supervised Individual Thesis	6
<b>ELECTIVE COURSES (CHOOSE ONE)</b>			
4.	GCDS 916.2	Culture and Human Development	2
5.	GCDS 917.2	Sexual and Reproductive Health Rights	2
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## **COURSE DESCRIPTION FOR Ph.D. IN GENDER, CONFLICT AND DEVELOPMENT STUDIES**

### **FIRST SEMESTER**

#### **GCDS 900.1. ADVANCED RESEARCH METHODS AND THEORIES IN GENDER, CONFLICT AND DEVELOPMENT STUDIES**

The course explores information on contemporary theoretical debates in the areas of gender, conflict and development. The main objective is to analyse unequal conditions of male and female population in society as caused by our interactions and context. It provides an opportunity to critical issues such as sexuality, values and identity. The Nigerian state will be used as case/study. This course covers all the principles of research with particular reference to gender, conflict and development studies, bearing in mind the multi-disciplinary nature of the programme. This will capture designing of research instrument; empirical studies design; qualitative and quantitative methods of analysis and different approaches for dissertation/thesis writing.

#### **GCDS 901.1. GENDER BASED VIOLENCE IN PEACE AND WAR**

This course will explore violence as found in society, focusing specifically on domestic violence, intimate partner violence, sexual assault as an oppressive instrument, stalking, sexual harassment. Additionally, the course will examine issues related to same-sex violence and cross-cultural abuse, how violence against women becomes normalised, and the role of male allies (HE FOR SHE).

#### **GCDS 902.1. NEXUS BETWEEN GENDER, CONFLICT AND DEVELOPMENT**

In this course we will analyse the varieties of women experiences in contemporary world, consider how gender relations may be changing, and investigate the historical, social, political, economic, and cultural forces that shape our lives relative to gender (power relation). Feminist thinking within and across academic disciplines frames the exploration of these topics. We will also explore relations of inequality organised along lines of race, ethnicity, nationality, class, sexuality, ability, appearance, age, and other categories of difference, in addition to gender.

## **SGS 903.1. ICT IN RESEARCH**

This course is School of Graduate Studies' and it is compulsory for all the students and a success in this course guarantee's the graduation of the student. It will expose the students on how to carry out their research and in line with international best practice standards.

## **SECOND QUARTER**

### **GCDS 904.1. ENVIRONMENTAL ISSUES AND MANAGEMENT**

The course introduces the students to the concepts and theories used in the gender and development studies. It traces the evolution of the discipline and its main concerns; as well as it orients the main philosophical thoughts and social science theories that impacted on the evolution of gender and development studies as an academic discipline. This course will compare relationships between gender and the environment in a developed country, the U.S., and a developing country, Nigeria. We will look at the history of gender constructions of nature and natural resources and their relationship to environmental practices. We will examine the disproportionate impact of environmental destruction on women and children, particularly from poor and minority communities, as well as rapidly changing ideas and practices about environmental degradation and climate change.

### **GCDS 905.1. VIOLENCE, LAW AND SOCIAL JUSTICE**

This course offers an in-depth examination of the phenomenon of gender-motivated violence. Following a survey of the prevalence and varieties of sexual violence and coercion around the world, we consider questions such as: How, if at all, is violence against women different from other types of violence? How effective have been legal strategies to address violence against women, and what shifts in thinking about gender-motivated violence would be necessary finally to eradicate it? How does the toleration of sexual violence shape people's expectations and sense of entitlements? What are the implications of gender-based violence for the constitutional guarantee of equal protection of the laws? Does equal protection itself have a gendered meaning and impact? Among the types of violence against women we will consider are:

intimate-partner violence; domestic homicide; prostitution; rape; sex trafficking; and violence facilitated by the Internet.

### **GCDS. 906.1. VICTIMOLOGY**

This course examines phenomenon of offender and victim, societal perception and the punishment system put in place to check and control protect the victim and family

### **ELECTIVE COURSES – CHOOSE ONE**

#### **GCDS 907.1. SOCIAL MOVENMENT, ACTIVISM AND RESISTANCE**

This course offers an in-depth examination of the phenomenon of gender-motivated violence. Following a survey of the prevalence and varieties of sexual violence and coercion around the world, we consider questions such as: How, if at all, is violence against women different from other types of violence? How effective have been legal strategies to address violence against women, and what shifts in thinking about gender-motivated violence would be necessary finally to eradicate it? How does the toleration of sexual violence shape people’s expectations and sense of entitlements? What are the implications of gender-based violence for the constitutional guarantee of equal protection of the laws? Does equal protection itself have a gendered meaning and impact? Among the types of violence against women we will consider are: intimate-partner violence; domestic homicide; prostitution; rape; sex trafficking; and violence facilitated by the Internet.

#### **GCDS 908.1 Arts and Development**

This course will investigate how creative art can be useful in reducing conflict among the gender and thus contribute to the growth and transformation of the nations.

### **THIRD SEMESTER**

#### **GCDS 909.2. REFUGISM AND HUMANITARIAN SERVICES**

Refugees **exist** following natural and man-made crises and as such this course discuss the how and why of such a phenomenon and how best to manage it without the people suffering too much. Nigerian state will be used as a study, in comparisim with international best practice



## **GCDS 910.2. POLITICS AND GOVERNANCE**

Students will be taught how governance in this nation and beyond had been and this will enable them to identify any gap based on gender in this area. This course aims to introduce you to the various approaches and assumptions that are implicit in the phrase Gender and Governance. It also seeks to know why the popular argument that women should be given opportunity to participate in the governance of where ever they may be. Any myths and misconceptions surrounding women participating effectively in governance in this region will be cleared.

## **GCDS 911.2. GENDER MAINSTREAMING AND NATION BUILDING**

This course will scholarly conceptualise major concepts relevant to it, identify the link between the subject matter. It will also find out and elaborate on gender policies and programmes and explore if gender mainstreaming is actualized in Nigeria. If yes, how has it contributed to the development/ transformation of the nation and if no, identify and expatiate on the limiting factor(s) and then proffer solution(s). It will further identify nations where gender is mainstreamed and thus draw the comparison as to how such influences the quality of life of the people. Any other useful and relevant points to enhance and improve the standard of living of the people will be addressed.

## **ELECTIVE (CHOOSE ONE)**

### **GCDS. 912.2 GENDER AND RELIGION**

The theme of gender and religion preoccupies increasingly academic research as well as the public sphere, in institutional, national, and global contexts. This course's focus is the intertwining of gender and religion, and various positioned attempts to comprehend and see through, or beyond, the tangle. We are concerned with religious realities in their own terms: gendered visions of power in mythic, symbolic, and ritual phenomena. We also want to consider the ways religious realities reflect and mould gender roles and gender hierarchies in society, and the ways political and economic conditions influence these configurations.

### **GCDS. 913.2. NATURAL RESOURCE AND DEVELOPMENT**

This course identifies the numerous resources that abound in Nigeria and the globe, its benefits, challenges, extraction, distribution and underdevelopment question in the nation. It will further expose the principle of equity and power relationship between the global north and south.

## **FOURTH QUARTER**

### **GCDS 914.2. RESEARCH SEMINAR**

Independent topics in different areas of interest are to be researched and presented as seminar. However, chosen topics shall be supervised to be in line with the area of specialisation of each student.

### **GCDS 999.2. SUPERVISED THESIS**

Every student will write, submit, and defend a research at the end of the course work, leading to the submission of a dissertation. The topic of research must fall within one of the research areas in Gender and development studies and the work must be adjudged to be original to the student

### **GCDS 915.2. MIGRATION, HUMAN TRAFFICKING AND MODERN DAY SLAVERY**

The purpose of this study is to contribute to the identification and understanding of what it means to be ‘taking into account the gender perspective, to strengthen the prevention of this crime and protection of the victims thereof’, as required in Article 1 of European Union (EU) Directive 2011/36/EU on Preventing and Combating Trafficking in Human Beings and Protecting its Victims in the context of the EU Strategy (COM (2012) 286 final) Towards the Eradication of Trafficking in Human Beings. The study addresses the five priorities of the EU Strategy: identifying, protecting, and assisting victims of trafficking; stepping up the prevention of trafficking in human beings; better law enforcement; enhanced coordination and cooperation among key actors and policy coherence; and increased knowledge of an effective response to emerging concerns. Through narratives, case studies and secondary data from different regions and countries, it points out the very different significance of female labour migration compared to men’s. On-going conflicts and forcible displacement against ‘newcomers’, where women are particularly vulnerable, are discussed, as are the complexities of ethnic identity. This book will give readers a comprehensive idea of the scale and complexity of women’s migration today. The study identifies and draws on EU law and policy competence in gender equality in its identification of the gender dimensions of trafficking. The gender dimensions are clustered into five issues: gender specificity and equal treatment; gender expertise, gender balance in decision-making and gender mainstreaming; the relationship between prostitution and trafficking; gendered policy fields and strategic priorities; gendered systems and the theory of prevention.

## **ELECTIVE COURSES (CHOOSE ONE)**

### **GCDS 916. 2. CULTURE AND HUMAN DEVELOPMENT**

The main objective of this study is to present cultural concepts, traditions and practices as important determinants of development in Africa. It is also aimed at enunciating how cultural knowledge and traditional practices structure and shape gender relations. Other specific objectives include a review of diverse definitions of culture and development concepts as they intertwine to form a framework for assessing the increasing awareness of the need to mainstream cultural approaches to development strategies in Africa. Another important objective is to reveal the centrality of cultural approach to development in the on-going international call for an inclusive gender and development strategy to enhance sustainability. The new emphasis on cultural approach to development can be traced to the World Conference on Cultural Policies (MONDIACULT) held in Mexico City in 1982 and the subsequent declaration of the United Nations Decade of Culture. This global awareness has contributed to the global reawakening to the centrality of culture to any meaningful progress in the development process.

### **GCDS 917. 2. REPRODUCTIVE HEALTH ISSUES IN GENDER, CONFLICT AND DEVELOPMENT**

In this course, we will examine woman's health issues from multiple standpoints, theories, and methods, drawing upon perspectives from the social sciences, humanities, and sciences. Students will have the opportunity to meet and engage with subjects and experts from across the University and beyond. Together, we will investigate, interrogate, and critique research and research methodologies related to specific health issues experienced primarily by women and men. Through dialogue and debate, critical thinking skills will enhance as dominant lines of scholarship and innovative methodologies are considered across disciplinary domains and epistemologies.

#### **1. GENERAL PRINCIPLES**

**(a)** The University shall investigate alleged instances of academic misconduct in a manner which is fair, consistent, and transparent.

**(b)** The University defines three levels of academic misconduct:

**i.** Level One: A first instance of academic misconduct where a student's actions may be regarded as unintentional or naïve and contributed to by a lack of understanding of acceptable academic practice.

**ii.** Level Two: A repeat instance of academic misconduct and/or academic misconduct where a student's actions are perceived to be intentional and where the student could reasonably be expected to understand academic practice.

**iii.** Level Three: Academic misconduct in which actions are perceived as being intentional and of an extremely serious nature including instances of falsification, impersonation and/or purchasing of assessment.

**(c)** Notwithstanding the definitions provided in clause 1(b), any academic misconduct which occurs in a final examination and from which a student gains a demonstrable academic advantage, shall be considered Level Two or Level Three misconduct.

**(d)** Consistent with the University's Academic Integrity Policy, Level One misconduct will be treated in an educative manner. Level Two and Three misconduct will result in disciplinary sanctions.

## **2. TYPES OF ACADEMIC MISCONDUCT**

### **(A) PLAGIARISM:**

**i.** copying or cutting and pasting the work of others, from one or more sources, without clearly indicating the source (this includes paper and electronic sources as well as visual materials).

**ii.** Using very close paraphrasing of sentences or whole passages without referencing the original work,

**iii.** Using another person's ideas, work, or research data without acknowledgment,

**iv.** Copying computer files, algorithms, or computer code without clearly indicating their origin

**v.** Submitting another student's work in whole or in part, where this is not specifically permitted in the course outline.

**vi.** Submitting work that has been written by someone else on a student's behalf.

### **(B) UNAUTHORISED COLLABORATION**

Presenting group work in any form of assessment where individual answers are required. This does not include assessment tasks where students are expressly required or permitted to present the results of collaborative work. Unless it is explicitly stated otherwise, each student's answers should be in their own words.

### **(C) MULTIPLE SUBMISSIONS OF SINGLE ASSESSMENT**

Submitting substantially the same work for multiple assessments; presenting work submitted previously at the University or another educational institution.

**(D) IMPERSONATION**

Getting someone else to participate in any assessment on one's behalf, including getting someone else to sit a test or examination on one's behalf.

**(E) USE OF UNAUTHORISED MATERIALS**

Using notes, books, or other material in the completion of assessment unless expressly permitted to do so; taking calculators, computers or other equipment into a test or examination unless expressly permitted to do so.

**(F) ASSISTING OTHERS IN ACADEMIC MISCONDUCT**

- i. impersonating another student in a test or examination
- ii. writing an assignment for another student
- iii. giving answers to another student in a test, examination, or any other assessment by any direct or indirect means
- iv. allowing another student to copy answers in a test, examination, or any other assessment.

**(G) MISREPRESENTATION**

Feigning disability, temporary illness or injury or exceptional circumstances beyond one's control, and then claiming special conditions and/or special consideration.

**(H) PURCHASING ASSESSMENT**

Submitting for assessment material obtained from commercial essays, assignment services, other students, or any other source.

**(I) FALSIFICATION**

Falsifying the results of one's research or laboratory assignments; presenting as true or accurate material that one knows to be false or inaccurate.

**(J) BREACH OF ETHICS**

A breach of a duty of confidentiality, privacy, or the terms of any ethical approvals.

**(K) OTHER MISCONDUCTS**

Actions that are deemed to contravene the values and accepted practices associated with academic integrity.

**VISITING LECTURERS AND PARTNERS**

The Centre will draw expertise and occasional guest lecturers from the Gender and Development Studies Programme, University of Ibadan; and Institute of Gender and Development, Abuja. The Centre will also collaborate with West African Civil

Society Institute (WACSI), Ghana, West Africa Network for Peace building (WANEP) and Open Society Initiative of West Africa (OSIWA), Nigeria, Partnership Initiative for Peace Building in the Niger Delta (PIND), Alliances for Africa (AFA), Nigerian Feminist Forum, etc.