

<b>Module Details</b>	
<b>Module Title:</b>	US Power and International Security
<b>Module Code:</b>	PES6005-B
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	20
<b>School:</b>	School of Social Sciences
<b>Subject Area:</b>	Peace Studies
<b>FHEQ Level:</b>	FHEQ Level 6
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
Type	Hours
Lectures	11
Tutorials	11
Directed Study	178

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

<b>Module Aims</b>
To introduce you to competing frameworks for understanding and explaining US national security strategy and the exercise of US power in the contemporary international security environment. To provide you with an understanding of the core strategic security issues at the heart of the US national security discourse, in particular the post-9/11 nexus of 'rogue' states, international terrorism and weapons of mass destruction.

<b>Outline Syllabus</b>
The module will begin by introducing the concepts of power, security and hegemony in the context of US national security since the end of the Cold War. It will explore competing frameworks for analysing and understanding policy under the three post-Cold War presidencies

of George H. W. Bush, Bill Clinton and George W. Bush. This will examine the 'grand strategies' of political realism, liberal internationalism and primacy/neo-conservatism and the relationship between US values and national interests. The second half of the module will explore the application of these frameworks to a range of strategic security challenges, including the post-9/11 nexus of 'rogue' states, international terrorism and weapons of mass destruction and US relations with major powers and critiques of the exercise of US power in the contemporary international security environment. The module will end with a look at the Obama administration's national security strategy and explore the themes of continuity and change with its post-Cold War predecessors.

### Learning Outcomes

1	<ul style="list-style-type: none"> <li>a) critically evaluate and compare national security strategies of the Bush Snr, Clinton, Bush Jnr and Obama administrations;</li> <li>b) identify the core concepts underpinning US national security strategies, explain contested concepts of hegemony and security, and critically apply them to national security strategies through examples;</li> <li>c) identify post-Cold War trends in US national security relations with Russia and China and critically assess those trends through examples;</li> <li>d) outline the emergence of a 'rogue' state-WMD-terrorism nexus in US post-Cold War national security threat perceptions.</li> </ul>
2	<ul style="list-style-type: none"> <li>a) evaluate the debates, issues and concepts described by international security studies, foreign policy analysis, international regimes;</li> <li>b) carry out independent library-based and internet-based research, assess an appropriate range and balance of literature for assessment purposes and be able to clearly and concisely communicate policy challenges and competing viewpoints.</li> </ul>
3	<ul style="list-style-type: none"> <li>a) conduct advanced library research;</li> <li>b) work independently using advanced academic analysis skills;</li> <li>c) demonstrate experience in self-managed and organised individual and collaborative academic enquiry and communication of research.</li> </ul>

### Learning, Teaching and Assessment Strategy

Teaching will be delivered through a combination of lectures, seminars and group or class discussion, combined with directed reading and study. This will support and guide learning through participation, discussion, reading and research and preparation of an individual essay, to achieve the module's intended learning outcomes. Feedback will be provided during the course of the module, including essay outlines and written feedback on the assessed essay. Summative assessment is through an individual essay, which enables assessment of the learning outcomes in relation to research, analysis and written essay preparation on a specific question directly related to the key aims and themes of the module. More specifically, the written essay will be used to assess learning outcomes, specifically LO1 and LO2, relating to development of advanced knowledge, understanding and subject specific skills. The research, preparation and analysis in this essay is used to assess LO3a and LO3b.

### Mode of Assessment

Type	Method	Description	Length	Weighting
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Summative	Coursework	One essay of 3000 words	0 hours	100%
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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.*