

Module Details	
Module Title	Security: Concepts, Constructions and Analyses
Module Code	PES5036-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Peace Studies
FHEQ Level	FHEQ Level 5
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Lectures	16
Seminars	6
Directed Study	178
Directed Study	Feedback on plans for group project and on outline project findings
Directed Study	Feedback on directed study and essay outlines

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

Module Aims
<p>To enable you to:</p> <p>a) Develop a refined and sophisticated understanding of key concepts, theories and analytical approaches concerning security, at international, regional, national, local and human levels, and of how security agendas are defined, framed and institutionalised through contested social and political processes.</p> <p>b) Develop a critical awareness of key concepts and approaches that are used to analyse security risks, dynamics and policies at regional, national and local/community levels, and the ability to apply these approaches to analyse specific security issues and policies in a range of contexts.</p> <p>c) Understand the importance and complexity of inter-relationships between security problems, policies and institutions with wider political, social, economic, identity and conflict processes at international, national and local levels.</p>

Outline Syllabus

Building on concepts and understanding learned at Level 4 and in the core Level 5 modules in Semester 1, the module examines and explores core concepts, theories and debates relating to the study of security issues, and how these have developed in the context of the evolving and contested field of security studies. Notions of international, regional, national, community and human security are critically examined, as are concepts and agendas of military, environmental, economic and societal security. The issue of what characterises a 'security' issue, and what distinguishes it from other public policy issues, is critically examined, as are processes and implications of 'securitisation' and 'desecuritisation' in specific issue areas and contexts. Analytical frameworks are developed for understanding and assessing security risks and associated security institutions and policies at different levels. These are then applied and critically evaluated in relation to selected contemporary security issues and regional and country contexts.

Learning Outcomes

Outcome Number	Description
01	Explain and assess the uses of key concepts, theories and perspectives in the understanding and analysis of security issues and risks; and critically reflect on the ways in which security issues are framed and constructed through complex and contestable political and societal processes.
02	Identify and explain relevant analytical frameworks and approaches to examine and assess security risks and processes, and the associated security policies and institutions, at international, regional, national and local levels.
03	Apply relevant and appropriate analytical frameworks and approaches to examine specific security issues, risks and dynamics, and assess the associated policies and institutions that have been developed to address these.
04	Demonstrate well-informed and critical awareness of the inter-relationships between security issues, risks, policies and institutions and wider international, political, economic and societal processes, including their relevance for understanding the ways in which security issues are framed and constructed in specific contexts.
05	Conduct refined analysis and communicate this in a clear, concise and coherent manner, demonstrating library research and academic analysis skills.
06	Work effectively to consider and analyse complex security issues and processes, and the ways these are framed and addressed in specific contexts and policy communities.

Learning, Teaching and Assessment Strategy

Consistent with the University's Blended Learning Strategy, teaching will be through a combination of online and face-to-face lectures, seminars, exercises and discussions, and short group projects. Learning will develop through preparatory reading, participation in online and face-to-face lectures, seminars, class discussions, guided study, coursework, and tutor support.

Formative assessment will be undertaken through feedback from online and face-to-face discussions, exercises and group work, and through individual or group feedback by module tutors on planning and outlines of written and group work.

Summative assessment will be through a combination of a 15 minute online or face-to-face presentation of the analysis and findings of a group project, and a written essay of 2,800 ? 3,000 words. Each of these will be on a question selected from a list of authorised project and essay questions.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation of Grp Project (15 Minutes) SUPP: Individual 5 minute Presentation	15 mins	20%
Summative	Coursework	Preparation & written Presentation of essay based on desk research and Analysis (2800-3000 wrds)	N/A	80%
Formative		Feedback on plans for group project and on outline project findings	Formative	N/A
Formative		Feedback on directed study and essay outlines	0-600 words	N/A

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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