

Module Details	
Module Title	Politics & Security in Africa
Module Code	PES6020-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	11
Seminars	11
Directed Study	178

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>To introduce you to regional perspectives on politics and security.</p> <p>To provide a deeper understanding of politics and security in a key region of the globe, Africa.</p> <p>To critically engage with debates concerning the various theoretical frameworks, themes and processes in the region.</p> <p>To make informed comparisons between regions.</p> <p>To provide the opportunity to apply previous learning in articulating and writing on complex ideas concerning the theories of and events in the region.</p>

Outline Syllabus
<p>The syllabus will contain themes concerning colonialism, decolonisation, fragility, governance, democracy, gender, development, conflict, security, terrorism, intervention, and other key issues which may emerge.</p>

Learning Outcomes	
Outcome Number	Description
01	Develop and apply an appropriate multi-disciplinary approach to researching, analysing and evaluating the political and security environments, challenges and responses, customised according to the context of developing states, fragile states and conflict affected states in the key region of Africa.
02	Critically analyse and evaluate contemporary debates relating to norms, institutions and policy responses concerning politics and security in the region.
03	Apply selected methods for analysis and assessment relating to conflict, security, fragility, governance, gender in different types of state context, and critically evaluate underlying methodological debates taking into account how politics is mediated to interpret political and security issues and events in the region.
04	Select and employ relevant sources in support of academic analysis, with sophisticated and reflexive awareness of their assumptions, strengths and limitations
05	Systematically investigate a topic or issue, using relevant techniques and technologies to gather, evaluate and manage evidence, data and information from valid, appropriate sources.
06	Use concepts and theories to investigate issues in discipline-related problems and case-studies, to develop critically-aware insights and perspectives in the region.
07	Employ theoretical and empirical knowledge to construct well-supported, carefully reasoned arguments that lead to clear and balanced conclusions.
08	Exercise critical judgement, through distinguishing strengths and limitations in academic theories and research evidence, with awareness of the assumptions and methods upon which they are based.

Learning, Teaching and Assessment Strategy
<p>Learning will emerge through: Lectures, discussion seminars and organised debates; documentaries, news items and popular videos; and extensive reading.</p> <p>Formative assessment will be undertaken through class and individual discussions of essay projects. Summative assessment will be through an essay which may be case study or comparative in nature. This assesses LOs 1-8.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Essay (3800 - 4000 words)	100%
Formative	Not assessed	Formative assessment will be a class discussion of the upcoming first essay. Shorter one-to-one discussions will be available for those who desire.	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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