

POLIM3012 International Security

Teaching Block: 1

Weeks: 1-12

Unit Owner:	Prof. Eric Herring Co taught by: Kevin Blachford	Level:	M/7		
Phone:	0117 928 8582	Credit points:	20		
Email:	eric.herring@bristol.ac.uk	Prerequisites:	None		
Office:	2.4, 10 Priory Road	Curriculum area:	n.a.		
Unit owner office hours:	Please check the SPAIS MSc Blackboard site for office hours. Please note: there are no office hours during Reading Weeks				
Timetabled classes					
Please check your online timetable for day, time and venue of each seminar. You are also expected to attend one seminar each week. There are no lectures: instead, your tutor will provide substantial input at appropriate times during seminars. Your online personal timetable will inform you of the group to which you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office. Weeks 6 and 12 are Reading Weeks; there are no seminars in these weeks. In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the minimum expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.					
Learning Outcomes					
Upon completing you should have developed the following:					
<ul style="list-style-type: none"> • Knowledge of approaches and issues in international security. • Knowledge of the contemporary historical dimensions of international security. • Ability to integrate theoretical and empirical material on international security. • Ability to analyse international security issues. • Ability to write articulately, concisely and persuasively. • Ability to engage in constructive discussion. 					
Requirements for passing the unit					
<ul style="list-style-type: none"> • Satisfactory attendance at seminars • Completion of formative work to an acceptable standard • Summative work must be a pass (50 or above) 					
Details of coursework and deadlines					
Assessment:	Word count:	Weighting:	Deadline:	Day:	Week:
Formative - plan for the summative essay	500-1,000 words excluding references	0%	9.30 a.m. on 17 November 2017	Friday	8
Summative – essay	4,000 words excluding references	100%	9.30 a.m. on 11 January 2018	Thursday	Assessment week 1
<ul style="list-style-type: none"> • Summative essay questions will be made available on the SPAIS MSc Admin Blackboard site. • Instructions for the submission of coursework will be emailed prior to the submission deadline. • Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See Appendix. • Marking criteria can be found in the Appendix. 					

Unit Content and Aims

The concept of security is used very frequently in relation to international issues. This unit introduces you to the subject of international security, including theoretical, normative and policy issues. The unit begins by surveying different approaches to the study of security. It then considers a series of dimensions of non-traditional security: gender and health in relation to peace studies and then the environment, cyberspace and transnational crime in relation to (de)securitisation. This is followed by examination of the issues of nuclear weapon; conventional arms transfers; terrorism; ethnic conflict; the news media and public opinion; the invasion and occupation of Iraq and the aftermath; and the relationships between security and development. Throughout you will be encouraged to explore different perspectives in order to assist you in developing your own understanding of these issues and in deciding which, if any, you find most persuasive.

The aims of the unit are as follows:

- To assist you in becoming familiar with contemporary approaches to and issues in international security.
- To develop your ability to think independently about texts on international security.
- To assist you in developing your own views on international security issues and the ways they are studied

Weekly Schedule

Week	Week commences	Seminar	Non-seminar weeks
1	25 Sept 2017	Introduction	
2	2 Oct 2017	Non-traditional security 1: (de)securitisation - the environment, cyberspace, transnational crime	
3	9 Oct 2017	Non-traditional security 2: Peace Studies, gender, health	
4	16 Oct 2017	Nuclear weapons	
5	23 Oct 2017	Conventional arms transfers	
6	30 Oct 2017		Reading week
7	6 Nov 2017	Ethnic conflict	
8	13 Nov 2017	Terrorism	
9	20 Nov 2017	The news media and public opinion	
10	27 Nov 2017	Iraq: invasion, occupation, aftermath	
11	4 Dec 2017	Development	
12	11 Dec 2017		Reading week
Assessment week	8 Jan 2018		Essay writing
Assessment week	15 Jan 2018		Essay writing

Formative Assessment

The formative assessment (that is, work that does not count as part of the final mark but which instead is intended to prepare you for the summative assessment) for this unit is an essay plan. It should be between 500 and 1,000 words long, excluding references. The material can be incorporated into your essay as you see fit. You should submit it by email directly to whoever teaches you for seminars. If you are writing your essay on a topic that we cover earlier in the Teaching Block, we strongly recommend that you submit your essay plan earlier than the deadline to give you more time to then focus on writing the full essay. If you do submit the essay plan earlier than the deadline your seminar tutor will email comments back to you as soon as possible. You will receive feedback by email. The feedback will be qualitative comments and will not include a mark.

Summative Assessment

The essay (4,000 words in length) for this unit is summative, that is, it decides the final mark for this unit, and it counts for 100% of the final mark. Essay questions will be distributed early in term. You must answer one of the questions set for you and are not permitted to devise your own. You will be provided with substantial support and guidance to assist you in writing your essay. Full details about all requirements and rules regarding essays – including length, formatting, referencing submission, pass marks, extensions, feedback, resubmissions, and so on – are in the School's Graduate Studies handbook.

Simple Guide to the Characteristics of Good Work

To put it simply, we are not looking for work which is descriptive (i.e. simply tells us what the sources say or what has happened): this tends to receive a mark below 50. To pass, your work needs to be evaluative (i.e. you need to assess the persuasiveness of the sources and provide analysis of what has happened). Merit level work involves sustained or creative evaluation, and Distinction level work does so to a high standard.

Transferable Skills, Development and Feedback

During this unit you will develop your transferable skills in participation in discussions, group work and writing. The essay will develop your scholarly understanding of issues and perspectives regarding international security and your ability to write in a scholarly way about international security. The discussions will develop your scholarly understanding of issues and perspectives regarding international security and your ability to articulate verbally your thoughts in a scholarly way about international security. You will receive verbal feedback in class and written feedback on the essay. The written feedback on your essay will be returned to you via the Graduate Studies Coordinator.

Hotlinks on Unit Guide

If you download an electronic copy of this unit guide from <http://www.bristol.ac.uk/spais/study/postgraduate-taught/unit-guides/>, you can then just click on the hotlinks.

Beware Wikipedia

Wikipedia comes high in online searches. However, entries vary drastically in their reliability and hence you should not rely on it for facts or interpretations and in particular not rely on it in the essay.

E-journals and Academic Search Tools

These excellent resources <http://www.jstor.org/search/> and <http://scholar.google.com/> let you find many academic articles and papers (often free online), searchable by author's name and subject. Search tip: if you see a book title that looks interesting, but the book is out, the library doesn't have it or you are pressed for time, search for the author's name and you are likely to be taken to article length versions of or follow-ups to the book. Browsing through journals is a great way of finding unexpected valuable angles on issues.

In addition to hard copy journals, the library subscribes to a vast number of E-journals (ejournals) and an increasing number of electronic books (ebooks). Where the journal is electronic only, no library shelfmark is (or indeed can!) be given in the syllabus below. Among the most relevant journals for this unit are [Adelphi Papers](#), [Survival](#), [International Security](#), [Asian Security](#), [Conflict Resolution, Cooperation and Conflict](#), [Journal of Conflict Resolution](#), [Low Intensity Conflict and Law Enforcement](#), [Studies in Conflict and Terrorism](#), [Terrorism and Political Violence](#), [Cold War History](#), [Civil Wars](#), [Small Wars and Insurgencies](#), [Conflict, Security and Development](#), [Contemporary Security Policy](#), [Defence and Security Analysis](#), [European Security](#), [Intelligence and National Security](#), [Science and Global Security](#), [Security Dialogue](#), [Security Studies](#), [Journal of Peace Education](#), [Journal of Peace Research](#), [Global Change, Peace and Security](#), [Peace and Change](#),

Peace Economics, Peace Science and Public Policy, Peace Review, Conflict Management and Peace Science, Defence and Peace Economics, Comparative Strategy, Journal of Strategic Studies, Strategic Comments, Journal of Military Ethics, Military Balance, Armed Forces and Society, Strategic Survey, International Review of the Red Cross and Critical Studies on Terrorism. In addition, there are many international security articles in international relations, politics and foreign policy journals such as International Organization, Review of International Studies, Millennium, British Journal of Politics and International Relations, European Journal of International Relations, International Relations, New Political Science, Political Studies, Third World Quarterly, International Affairs, World Politics, Social Justice, Alternatives, Journal of Global Ethics, Globalizations, American Political Science Review, International Journal of Human Rights, Antipode and New Left Review. Plus there are all the regional journals such as Middle East Policy and all the ones in development, and so on.

Ejournals and ebooks can be accessed through the library's home page <http://www.bristol.ac.uk/library/>. For further information, including information on off-campus access, see <http://www.bristol.ac.uk/library/resources/eresources/access/>.

It is a good idea to supplement and update the assigned material by reading current newspapers and periodicals. Browsing through the contents pages of journals helps you find unexpected angles on issues.

Seminar Participation

Participation in seminar discussions is a key element of the unit. In addition to demonstrating and developing your own knowledge, you need to place importance on facilitating the learning experience of the seminar group as a whole. The highest standard of seminar participation has the following characteristics:

- Accurate and in-depth knowledge of the literature, including ability to relate material across weeks.
- High quality evaluation of the significance, strengths and weaknesses of the literature.
- Relevant and illuminating application of the material to the seminar topic and wider issues.
- Regular and effective facilitation of participation by other class members (for example, by respectful and constructive engagement with their contributions, by letting them finish before talking, by using encouraging body language and tone of voice, by ensuring that reporting back from small group work is shared and by ensuring that initiation of contributions is shared).
- Appropriate contributions (not too frequent or too rare, not too long or too short).
- Ready to start on time with essential readings and note-taking materials.

Essential, Recommended and Further Reading

If an item is listed as **essential reading**, you need to have read it and be prepared to discuss it in the relevant seminar. As the volume of essential reading is large, prioritise reading rather than taking extensive notes: as the term progresses it will all gradually make more sense.

A **reading strategy** to consider is as follows:

- First, skim the main points of all the essential readings for that week by looking at introductions and conclusions and summary boxes. Identify the main ideas in the readings.
- Second, read in more depth sections from the readings you want to follow up on.
- Third, reflect on the similarities and differences between the readings: their conclusions, empirical content, normative standpoints and theoretical and conceptual perspectives.

By doing it this way, you will never be 'behind' with the reading. This kind of reading strategy is vital for those weeks in which there are a large number of essential readings. It is a fundamentally different readings strategy from going through the readings one after the other, reading every word and trying to understand everything as you go along.

In the seminars we will aim for in-depth discussion of the essential readings, so it makes sense to bring them with you in electronic or hard copy.

The **essential** reading for this unit is all easily available to you via the textbook, e-journals, Blackboard (the University's online electronic learning system: see <https://www.ole.bris.ac.uk/webapps/portal/frameset.jsp>) and websites. There are lots of resources on Blackboard for this unit, organised by weekly topic in the 'Course Documents' section.

The unit textbook is Alan Collins (ed.), Contemporary Security Studies (Oxford: Oxford University Press, 2016), 4th edn. JZ5588 CON. Its price news is around £28. Blackwells in the Students' Union will stock this book. The library has ten copies of the 4th edition. It also has seven copies of the 2013 edition plus further copies of earlier editions which you should also feel free to use where it has the relevant chapter.

If an item is listed as **recommended reading**, you do not have to have read it for the seminar but may find it particularly useful if you want to read in greater depth, whether for the seminar, for the essay or out of interest in the topic.

Everything on the lists of **further reading** is well worth reading. Furthermore, the literature is so huge that plenty of things not on the list are also well worth reading and using literature beyond the reading list for essays is very welcome. Some items are in the Short Loan Collection. As exactly which one varies, they are not marked in the syllabus: the lending status of every item is indicated on the library computer catalogue: see <http://www.bris.ac.uk/library/>.

Seminar Questions

For each week's seminar, a range of questions is provided below. There are indicative of the questions we will discuss, i.e., we may end up not discussing all of them and we will discuss other questions of interest to seminar members. The questions will also help give focus to your reading for the seminars.

Week 1: Introduction

In this session your seminar tutor will give you an overview of the unit during which you are welcome to ask questions. The second half of the seminar will discuss the following issues: What is security? How has security studies evolved? What are the strengths and weaknesses of the various approaches to thinking about security?

Learning outcomes: Develop an understanding of the unit, its purposes and its methods. Develop an understanding of security, the evolution of security studies and international security issues.

ESSENTIAL READING

Alan Collins, 'Introduction: What Is Security Studies?' in Alan Collins (ed.) Contemporary Security Studies. JZ 5588 CON. *Textbook*

Waeber, Ole and Barry Buzan, 'After the Return to Theory: The Past, Present and Future of Security Studies' in Alan Collins (ed.) Contemporary Security Studies. JZ 5588 CON. *Textbook*.

RECOMMENDED READING

Any other chapters from Part 1 of Alan Collins (ed.) Contemporary Security Studies. JZ 5588 CON.
Baylis, John, 'International and Global Security', John Baylis, Steve Smith and Patricia Owens (eds), The Globalization of World Politics. JZ1305 GLO.

FURTHER READING

Traditional/strategic Studies
International Institute for Strategic Studies. <http://www.iiss.org/>.

- Baylis, John James Wirtz, Eliot Cohen and Colin Gray. Strategy in the Contemporary World. U162 STR.
- Garnett, John, 'Strategic Studies and its Assumptions', in John Baylis et al., Contemporary Strategy, pp. 3-21. U162 CON
- Buzan, Barry and Eric Herring, The Arms Dynamic in World Politics. U162 BUZ.
- Baylis, John and John C. Garnett, Makers of Nuclear Strategy. U264 MAK.
- Bull, Hedley, 'Strategic Studies and its Critics', World Politics, 20 (1968), pp. 593-605. Serial D839.W6
- Freedman, Lawrence. 'Indignation, Influence and Strategic Studies', International Affairs, 60 (1984), pp. 207-19. Serial JX1.15.
- Gray, Colin S, Modern Strategy, U162 GRA.
- Kaplan, Fred, The Wizards of Armageddon. U264 KAP.
The Copenhagen School
- Buzan, Barry, People, States and Fear. JX3096 BUZ.
- Buzan, Barry et al. Security: A New Framework for Analysis. U21.2 BUZ.
Critical/constructivist security studies
- Peoples, Columba and Nick Vaughan-Williams, Critical Security Studies: An Introduction. Ebook and JZ5597 PEO.
- Barkawi, Tarak and Mark Laffey 'The Post-Colonial Moment in Security Studies', Review of International Studies, 32:2 (2006), pp. 329-352.
- Booth, Ken (ed.), Critical Security Studies and World Politics. JZ5588 CRI.
- Wyn Jones, Richard, Security, Strategy and Critical Theory. JZ5595 WYN.
- Krause, Keith and Michael Williams Critical Security Studies. U21.2 CRI.
- Katzenstein, Peter J. (ed.), The Culture of National Security: Norms and Identity in World Politics. UA10.5 CUL.
- Weldes, Jutta et al (eds.), Cultures of Insecurity: States, Communities and the Production of Danger. JZ1251 CUL.
Post-structuralist approaches
- Campbell, David, Writing Security. E744 CAM.
- Der Derian, James, Antidiplomacy. JF1525.J6
- Klein, Bradley, 'Hegemony and Strategic Culture', Review of International Studies 14: 2 (1988), pp. 131-46. Serial D1.B65.
- McSweeney, Brian, Security, Identity and Interests. JZ1251 MAC.

Week 2: Non-traditional security 1: (de)securitisation - the environment, cyberspace and transnational crime

How do issues get put on the security agenda (i.e. securitised) and taken off it (i.e. desecuritised)? Why are issues (de)securitized? When is (de)securitization desirable? When is it possible? Consider these questions in relation to environment, cyberspace and transnational crime.

Learning outcome: Knowledge of (de)securitisation in general and as it relates to discussions of security in relation to the environment, cyberspace and transnational crime.

ESSENTIAL READING

See reading strategy on page 4 of this unit guide

- Emmers, Ralph, 'Securitization', in Alan Collins (ed.) Contemporary Security Studies. JZ 5588 CON. *Textbook*
- Barnett, Jon, 'Environmental Security' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*
- Dunn Cavelt, Myriam, 'Cyber-Security' Security' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*
- Giraldo, Jeanne and Harold Trinkunas, 'Transnational Crime' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*

RECOMMENDED READING

- Any other chapters from Part 1 of Alan Collins (ed.) Contemporary Security Studies. JZ 5588 CON.
- Baylis, John, 'International and Global Security', John Baylis, Steve Smith and Patricia Owens (eds), The Globalization of World Politics. JZ1305 GLO.
- Abbott, Chris, Paul Rogers and John Sloboda, Sustainable Security for the 21st Century, Oxford Research Group Briefing Paper, June 2006.
<http://www.oxfordresearchgroup.org.uk/sites/default/files/globalthreats.pdf>.
- Chandler, David and Nik Hynek (eds). Critical Perspectives on Human Security. JZ5588 CRI.

FURTHER READING

- Security Dialogue* often publishes articles relevant to this week on (de)securitisation: browse this.
- Booth, Ken, 'Security and Self: Reflections of a Fallen Realist', in Keith Krause and Michael C. Williams (eds), Critical Security Studies. U 21.2 CRI.
- Oren, Ido, Our Enemies and US: America's Rivalries and the Making of Political Science, JA85.U5 ORE.
- Oren, Ido, 'The Enduring Relationship Between the American (National Security) State and the State of the Discipline', PS: Political Science and Politics, 37:1 (2004), pp. 51-55.
- Oren, Ido, 'Is Culture Independent of National Security? How America's National Security Concerns Shaped "Political Culture" Research', European Journal of International Relations, 6:4 (2000), pp. 543-73. Correspondence in 7:3 (2001), pp. 406-7.

Week 3: Non-traditional security 2: Peace Studies, gender, health

What are the main characteristics of peace studies? In what ways has it changed over the years? What is the relevance of peace studies to thinking about gender and about health? What are the theoretical and practical implications of approaching security from a gender perspective? Should health be securitised in general, in relation to specific threats or not at all?

Learning outcome: Knowledge of peace studies, and the links between gender and security and between health and security.

ESSENTIAL READING

- Rogers, Paul, 'Peace Studies' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*
- Kennedy, Caroline and Sophia Dingli, 'Gender and Security' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*
- Elbe, Stefan, 'Health and Security' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*

RECOMMENDED READING

- Stockholm International Peace Research Institute. <http://www.sipri.org/>.
- Cohn, Carol and Sara Ruddick, 'A Feminist Ethical Perspective on Weapons of Mass Destruction', Boston Consortium on Gender, Security and Human Rights, 2003, Working Paper No. 104, http://genderandsecurity.org/sites/default/files/carol_cohn_and_sara_ruddick_working_paper_104.pdf. *Online*
- Cohn, Carol, 'Sex and Death in the Rational World of Defense Intellectuals', *Signs*, 12:4 (1987), 687-718. <http://www.ic.ucsc.edu/~rripsch/pol179/Cohn.pdf>.
- Global Health Observatory. Causes of Death, World Health Organisation. http://www.who.int/gho/mortality_burden_disease/causes_death/en/.
- International Crisis Group, Women Peace and Security. <https://www.crisisgroup.org/women-peace-and-security>.

BBC News, Antibiotic Resistance: World on Cusp of 'Post-antibiotic era'.
<http://www.bbc.co.uk/news/health-34857015>.

FURTHER READING

Rogers, Paul and Oliver Ramsbotham, 'Then and Now: Peace Research', Political Studies, 47:2 (1999), pp.

Barash, David P. and Charles P. Webel, Peace and Conflict Studies. JZ5538 BAR.

Barash, David P., Approaches to Peace: A Reader in Peace Studies. JZ5538 APP.

Groom, A.J.R., 'Paradigms in Conflict', Review of International Studies 14 (1988), pp. 97-115. Serial D1.B65.

Hansen, Lene, 'The Little Mermaid's Security Dilemma and the Absence of Gender in the Copenhagen School', Millennium, 29:2 (2000), 285-306.

Al-Ali, Nadjie, Iraqi Women. HQ1735 ALA.

Tickner, J. Ann (2007) 'Gender in World Politics' in John Baylis, Steve Smith and Patricia Owens (eds.) The Globalization of World Politics: An Introduction to International Relations, Oxford: Oxford University Press, 5th edn. JX 1395 GLO.

Tickner, J. Ann and Laura Sjoberg (2007) 'Feminism', in Tim Dunne, Milja Kurki and Steve Smith (eds.), International Relations Theories: Discipline and Diversity, Oxford: Oxford UP. JZ 1305 INT.

Tickner, J. Ann (1988) 'Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation', Millennium, 17:3 pp. 429-40. Serial D1.B65.

Sylvester, Christine (2002) Feminist International Relations: An Unfinished Journey, Cambridge: Cambridge University Press. JZ 1253.2 SYL.

For further readings on gender and security, see the POLIM3013 Feminisms and International Relations and POLIM3036 Theoretical Approaches in Security Studies unit guides
<http://www.bristol.ac.uk/spais/study/postgraduate-taught/unit-guides/>.

Week 4: Nuclear weapons

Why have nuclear weapons not been detonated in war since 1945? How does nuclear deterrence work? Indeed, does nuclear deterrence work? Is there a nuclear taboo (a cultural assumption that nuclear weapons will not be used rather than a conscious calculation that it is not rational to use them)? Some states have nuclear weapons, some are trying to acquire them, some can build them at short notice but are choosing to remain non-nuclear and many are committed to being non-nuclear. What explains these varying patterns of behaviour? If nuclear weapons are so valuable, why do so few states have them and why have some given them up? Have states without nuclear weapons been intimidated by states that do have them? How might a gender perspective change how we think about nuclear weapons?

Learning outcome: Develop an understanding of the roles of nuclear weapons in world politics.

ESSENTIAL READING

Sagan, Scott D., 'Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb', International Security, vol. 21, no. 3 (Winter 1996-97), pp. 54-86. Serial JX1901.167.

http://iis-db.stanford.edu/pubs/20278/Why_Do_States_Build_Nuclear_Weapons.pdf. Online

Cohn, Carol and Sara Ruddick, 'A Feminist Ethical Perspective on Weapons of Mass Destruction', Boston Consortium on Gender, Security and Human Rights, 2003, Working Paper No. 104, http://genderandsecurity.org/sites/default/files/carol_cohn_and_sara_ruddick_working_paper_104.pdf. Online

Wirtz, James, 'Weapons of Mass Destruction', in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*.

The White House, US Government. The Historic Deal that Will Prevent Iran from Acquiring a Nuclear Weapon. Online: <https://obamawhitehouse.archives.gov/issues/foreign-policy/iran-deal>.

RECOMMENDED READING

- Sagan, Scott D. (2011), 'The Causes of Nuclear Weapons Proliferation', *Annual Review of Political Science*, 14, pp. 225-244.
http://cisac.fsi.stanford.edu/sites/default/files/Sagan_Causesof_NuclearWeaponsProliferation.pdf.
- Sheehan, Michael. 'Military Security' in Alan Collins (ed.) *Contemporary Security Studies*. JZ 5588 CON. Textbook
- Laffey, Mark and Suthaharan Nadarajah, 'Postcolonialism' Rogers, Paul, 'Peace Studies' in Alan Collins (ed.), *Contemporary Security Studies*. JZ 5588 CON. Textbook
- Kearns, Ian (2011), *Beyond the UK: Trends in the Other Nuclear Armed States* (British American Security Council). <http://www.basicint.org/sites/default/files/commission-briefing1.pdf>.
- Herring, Eric, 'Nuclear Strategy' in Michael Foley (ed.) *Ideas That Shape Politics*. JA74 IDE.
<http://tinyurl.com/ehnuostr>. Online
- Cohn, Carol, 'Sex and Death in the Rational World of Defense Intellectuals', *Signs*, 12:4 (1987), 687-718. <http://www.ic.ucsc.edu/~rripsch/pol179/Cohn.pdf>.
- Walton, C. Dale, 'The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century', in John Baylis, James J. Wirtz and Colin S. Gray (eds), *Strategy in the Contemporary World*. U 162 STR. Blackboard e-reserve.
- Solingen, Etel, 'The Political Economy of Nuclear Restraint', *International Security*, 19:2 (1994), pp. 126-99. Serial JX1901.I67.
- Tannenwald, Nina. 'Stigmatizing the Bomb: Origins of the Nuclear Taboo', *International Security*, 29:4 (2005), pp. 5-49. JX1901.I67.
- Mueller, John and Karl Mueller 'The Methodology of Mass Destruction', in Eric Herring (ed.), *Preventing the Use of Weapons of Mass Destruction*. JZ5665 PRE.
- Buzan, Barry and Eric Herring, *The Arms Dynamic in World Politics*, chapter 4. U162 BUZ
- Sagan, Scott D. and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate*. 2nd edn. UA264 SAG
- Waltz, Kenneth, *The Spread of Nuclear Weapons: More May Be Better*, Adelphi Paper. U162.6 WAL. <https://www.mtholyoke.edu/acad/intrel/waltz1.htm>.
- Quinlan, Michael, 'The Future of Nuclear Weapons', *International Affairs* 69:3 (1993), pp. 485-596. Serial JX1.I5.
- MccGwire. Michael, 'Is There a Future for Nuclear Weapons?', *International Affairs* 70:2 (1994), pp. 211-28. Serial JX1.I5.

FURTHER READING

- Kull, Steven, *Minds at War*. U263 KUL.
- Sagan, Scott D., *The Limits of Safety*. U264.3 SAG.
- Price, Richard and Nina. Tannenwald, 'Norms and Deterrence: The Nuclear and Chemical Weapons Taboos', in P. Katzenstein (ed.), *The Culture of National Security*. UA10.5 CUL.
- Reiss, Mitchell, *Bridled Ambition*. U264 REI.
- Halperin, Morton, *Nuclear Fallacy*. U162.6 HAL.
- Kaplan, Fred, *The Wizards of Armageddon*. U264 KAP
- Blair, Bruce, *The Logic of Accidental Nuclear War*. U263 BLA.
- Sagan, Scott D., 'The Perils of Proliferation', *International Security* 18:4 (1994), pp. 66 -107. Serial JX1901.I67.
- Tannenwald, Nina, 'The Nuclear Taboo', *International Organization* 53:3 (1999), pp. 433-68. Serial JX1.I55.

North Korea

- International Crisis Group, *Korean Peninsula*. <https://www.crisisgroup.org/asia/north-east-asia/korean-peninsula>.
- International Atomic Energy Agency, *DPRK*.
<http://www.iaea.org/NewsCenter/Focus/iaeaDprk/index.shtml>.
- Council on Foreign Relations, *North Korea*. <http://www.cfr.org/region/north-korea/ri245>.

Cumings, Bruce et al, Inventing the Axis of Evil: The Truth About North Korea, Iran and Syria. E902 CUM.
 Lewis, Anders, 'The Historian Who Defends North Korea', History News Network (2003).
<http://hnn.us/articles/2742.html>. [Critique of Cumings, with extensive discussion – see 'Comments'].
 Cumings, Bruce, North Korea: Another Country. DS932 CUM.
 Cumings, Bruce, Korea's Place in the Sun. DS 917 CUM.
 Halliday, John and Bruce Cumings, Korea: The Unknown War. DS918 HAL.
 Human Rights Watch, North Korea. <http://www.hrw.org/nkorea>.
 Samore, Gary. 'The Korean Nuclear Crisis', Survival 45:1 (2003) pp.7-24. Serial JX1.S9.
 Smith, Hazel, 'Bad, Mad, Sad or Rational Actor?', International Affairs, 76:1 (2000), pp. 111-32. Serial JX1.I5.

Iran

International Atomic Energy Agency, Iran.
<http://www.iaea.org/NewsCenter/Focus/laealran/index.shtml>.
 International Crisis Group, Iran. <http://www.crisisgroup.org/en/regions/middle-east-north-africa/iraq-iran-gulf/iran.aspx>. [Has regular analytical updates]
 BBC, Iran and the Nuclear Issue. http://news.bbc.co.uk/1/hi/world/middle_east/4031603.stm
 Council on Foreign Relations, Iran. <http://www.cfr.org/region/iran/ri357>.
 WorldPublicOpinion.org, Iranian Public Opinion on Governance, Nuclear Weapons and Relations With the United States (2008).
<http://www.worldpublicopinion.org/pipa/articles/brmiddleeastnaficara/527.php?lb=btis&pnt=527&nid=&id=>.
 WorldPublicOpinion.org, Public Opinion in Iran: With Comparisons to American Public Opinion (2008). http://www.worldpublicopinion.org/pipa/pdf/apr08/Iran_Apr08_rpt.pdf
 Terror Free Tomorrow. Polling Iranian Public Opinion (2007),
<http://www.terrorfreetomorrow.org/upimages/tft/TFT%20Iran%20Survey%20Report.pdf>.
 Cumings, Bruce et al, Inventing the Axis of Evil: The Truth About North Korea, Iran and Syria. E902 CUM.

India and Pakistan

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Week 5: Conventional arms transfers

What are the main features of the global pattern of conventional arms transfers? Who are the main buyers and sellers? Why do they buy and why do they sell? What are the impacts (positive as well as negative; and at the global, regional, national and sub-national levels) of conventional arms transfers? In which ways are conventional arms transfers regulated (e.g. licensing, arms embargoes, codes of conduct, the Arms Trade Treaty)? Do these forms of regulation have positive, negative or negligible impacts? Can these forms of regulation be improved?

Learning outcome: develop an understanding of the international security impact of conventional arms transfers and of efforts to influence their impact.

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Week 6: Reading week

No seminar.

Week 7: Ethnic conflict

What is ethnicity? Is ethnic identity fixed and natural or changing and socially constructed? How are ethnic identities mobilised in violent conflicts? Compare the roles of elites and masses in ethnic conflicts. Is ethnic violence a rational instrument of politics or an emotional expression of symbolic politics?

Learning outcome: Develop an understanding of the nature of 'ethnic' conflict.

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- Power, Samantha, "Problem From Hell": America and the Age of Genocide. HV6322.7 POW.
- Jones, Adam, Genocide, War Crimes and the West. HV 6322.7 GEN.
- African Rights, Rwanda: Death, Despair, Defiance. DT450.435 RWA
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Week 8: Terrorism

What is terrorism? How effective is the label as a form of delegitimizing an opponent? What are the similarities and differences between terrorism and other forms of political violence and threats of violence? What are the connections between state and non-state terrorism? Why is terrorism used?

What is achieved through terrorism? What can be done to prevent terrorism? Is fear of terrorism excessive?

Learning outcome: Develop an understanding of state and non-state terrorism.

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Jackson, Richard, Writing the War on Terrorism. HV6432 JAC.

Heymann, Philip B., Terrorism, Freedom, and Security: Winning Without War. HV6432 HEY

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George, Alexander, Western State Terrorism. D849 WES

Marchak. M., God's Assassins: State Terrorism in Argentina in the 1970s. HV6433.A7 MAR

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Week 9: The news media and public opinion

Is there a CNN effect (in which global, real-time news media coverage of human suffering mobilises public opinion in liberal democracies which in turn forces leaders to intervene militarily in other countries)? Or is public opinion on international security issues manufactured (i.e. the news media work within a news agenda set by corporate and political elites so that public opinion is influenced in ways that promote the interests of those elites)? Does a news outlet's funding source shape the way it covers international security issues? How do publics produce their own meaning about international security?

Learning outcome: develop an understanding of the relationships between the news media, public opinion and international security.

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- Hammond, Philip and Edward S. Herman (eds), Degraded Capability: The Media and the Kosovo Crisis. DR2087 DEG.
- Thompson, Mark, Forging War. The Media in Serbia, Croatia and Bosnia-Herzegovina. P 92.B3 THO.
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Allen, Tim and Jean Seaton (eds), The Media of Conflict: War Reporting and Representations of Ethnic Violence. PN1992.8.W3 MED.

Public opinion

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Non-Western media

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General

The Bureau of Investigate Journalism <http://www.thebureauinvestigates.com/>
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Week 10: Iraq: invasion, occupation, aftermath

Why did the United States invade Iraq? The US government thought that after it invaded Iraq a pro-US government would be elected quickly and peacefully: why did it think this and why did it not turn out that way? To what extent is Iraq a pro-US, peaceful, free market liberal democracy? Did the US fail in Iraq or is it slowly winning in the aftermath? What are the main political cleavages in Iraq (e.g. ethnic; sectarian; tribal; political party; centralism versus federalism versus partition; gender; secular/religious; urban/rural; regional/nationalist/pan-Arab; state ownership/free market)? Are these cleavages mutually-reinforcing or cross-cutting and what are their implications for Iraqi security and international security?

Learning outcome: develop an understanding of the occupation of Iraq.

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Week 11: Development

Does security have to come before development? How can insecurity be a motor of development? Can security and development be promoted simultaneously? Can the notions of human security and human development replace or complement national security (the security of states) and national development? Is the category of failed states useful for thinking about security and development? What impact is globalisation having on these issues?

Learning outcomes: Develop an understanding of the relationships between security and development.

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- Kerr, Pauline, 'Human Security' in Alan Collins (ed.), Contemporary Security Studies. JZ 5588 CON. *Textbook*
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- Patrick, Stewart, "'Failed" States and Global Security: Empirical Questions and Policy Dilemmas', International Studies Review, 9:4 (2007), pp. 644-662.
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- Duffield, Mark. Development, Security and Unending War. HC60 DUF.
- Cramer, Christopher. Civil War Is Not a Stupid Thing: Accounting for Violence in Developing Countries. HN981.V5 CRA.
- Chandler, David. International Statebuilding. JZ6300 CHA.
- Harvey, David, A Short History of Neoliberalism, HD87 HAR.
- Dumenil, Gerard and Dominique Levy, 'Costs and Benefits of Neoliberalism: A Class Analysis', Review of International Political Economy, 8:4 (2001), pp. 578-607. Serial HB1.R41.
- Mawdsley, Emma, 'The Millennium Challenge Account: Neo-liberalism, Poverty and Security', Review of International Political Economy, 14:2 (2007), pp. 487-509. Serial HB1.R41.
- Barkawi, Tarak and Mark Laffey, 'The Post-Colonial Moment in Security Studies', Review of International Studies, 32:2 (2006), pp. 329-352. Serial D1.B65.
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Menkhaus, Ken, 'Vicious Circles and the Security Development Nexus in Somalia', Conflict, Security and Development, 4:2 (2004), pp. 149-165.

Pupavac, Vanessa, 'Human Security and the Rise of Global Therapeutic Governance', Conflict, Security and Development, 5:2 (2005), pp. 161-181.

Page, John, 'Three Issues in Security and Development', Conflict, Security and Development, 4:3 (2004), pp. 299-308.

Chomsky, Noam. Failed States: The Abuse of Power and the Assault on Democracy. E902 CHO.

Week 12: Reading week

No seminar.

Assessment weeks

No seminars so that you can concentrate on writing your assessed essays.

Appendix A

Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

Appendix B

Summary of Relevant School Regulations

(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured).** Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and

appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Referencing and Plagiarism

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the School *Study Skills Guide* for more information.

Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.

Extensions

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

Submitting Essays/Work for assessment

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

Late Submissions

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Marks and Feedback

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

Fails and Resits

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction

60-69 Merit

50-59 Pass

Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

70-100: DISTINCTION

Addresses the Question Set

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

Contains coherent structure and argument

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

Demonstrates understanding of key concepts and/or data

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

Supports argument with appropriate evidence

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

Demonstrates critical evaluation

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

Writing, Background Reading, Referencing and Bibliographic format

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

60-69: MERIT

Addresses the Question Set

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

Contains coherent structure and argument

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

Demonstrates understanding of key concepts and/or data

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

Supports argument with appropriate evidence

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

Demonstrates critical evaluation

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

50-59: PASS

Addresses the Question Set

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

Contains coherent structure and argument

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of

the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

Demonstrates critical evaluation

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

Writing, Background Reading, Referencing and Bibliographic format

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

0-49 FAIL

Addresses the Question Set

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

Contains coherent structure and argument

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

Demonstrates understanding of key concepts and/or data

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

Supports argument with appropriate evidence

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

Demonstrates critical evaluation

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

Writing, Background Reading, Referencing and Bibliographic format

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions