1. **Title of the module**

POLI9300 (PO930) Critical Approaches to Security

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Contributes to MA (Primary Specialisation) with (Secondary Specialisation), particularly MA in International Conflict and Security.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate advanced knowledge and understanding of issues of security, and related problems of political and international order due to the changing ontology of the ‘international’.
   2. Demonstrate in-depth knowledge and understanding of security practices and their impact on practices of power and governmentality in liberal and illiberal contexts, conflicts and post-conflict situations.
   3. Demonstrate advanced knowledge and understanding of theoretical frameworks to analyse past and contemporary security challenges.
   4. Demonstrate a strong capacity to conduct independent research in the field of critical security and conflict analysis, integrating conceptual and empirical issues.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources.
   2. Develop reasoned arguments, synthesise relevant information and exercise critical judgement.
   3. Communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.
   4. Manage their own learning self-critically: reflect on their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills.
   5. Work with others: define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals.
   6. Exercise time-management under the pressure of deadlines.
3. **A synopsis of the curriculum**

This module examines ‘security’as one of the key concepts in International Relations (IR) theory, providing a thorough overview of the evolution of Security Studies as an academic sub-field from traditional Strategic Studies to contemporary critical approaches. The aim is to critically engage with major theories, concepts and debates of Security Studies with an emphasis on contemporary critical approaches to security. The module will provide a theoretical and conceptual scaffolding for analysing contemporary world politics through the lens of security, following the twists and turns of the concept and its application across the broad field of Social Sciences. Why do states and the United Nations speak increasingly about ‘human security’, rather than ‘national security’? Why do states prefer ‘security’ and ‘defence’ to invoking ‘war’? What is ‘ontological security’ and how is it related to physical security? Should we put individuals or states at the centre of global security studies? Looking for the politics behind speaking and acting security, we will discuss how Security Studies has developed as an academic field from its narrow beginnings as Strategic Studies to the contemporary complex and broadened field of social and political inquiry.

The module investigates how ‘security’ sits with other core IR concepts, such as ‘power’, ‘sovereignty’, and ‘liberty’, along with problems, such as war and the use of force in international politics across different traditional and critical traditions. The module outlines the main traditional and critical approaches to security, discussing competing ideas and criticism on various theoretical approaches in the study of security. It purposefully inquires and addresses the ethics of various politics of security. The module combines the reading and discussion of the central academic and policy debates, concepts and issues of security politics with students’ own thinking and research projects. It thus aims to help students to master major writings and thinking in the field, and to support their own MA dissertation projects.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
2. Balzacq, Thierry (ed.) (2011) *Securitization Theory: How Security Problems Emerge and Dissolve*. Abingdon, Oxon & New York: Routledge.
3. Buzan, Barry, Ole Wæver, and Jaap de Wilde (1998) *Security: A New Framework for Analysis*. Boulder, CO & London: Lynne Rienner.
4. Buzan, Barry and Lene Hansen (2009) *The Evolution of International Security Studies*. Cambridge: Cambridge University Press.
5. Campbell, David (1998) *Writing Security: United States Foreign Policy and the Politics of Identity*. Manchester: Manchester University Press.
6. Foucault, Michel (2007) *Security, Territory, Population*. New York: Picador.
7. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Essay, 5000 words, 100%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Lectures** | x | x | x | x | x | x | x | x |  |  |
| **Seminars** | x | x | x | x | x | x | x | x |  |  |
| **Workshop** | x | x | x | x | x | x | x | x | x | x |
| **Private Study** | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| **Research Essay** | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels School of International Studies (BSIS)

1. **Internationalisation**

Internationalisation is incorporated in the subject content, teaching methods and the relevant support activity, along with the learning outcomes and assessment tasks, as the module is thoroughly embedded in the global context, encouraging students to advance their intercultural competences in the critical study of security. The highly international student body and study environment of the BSIS further amplify the internationalisation aims.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/07/2017 |  | January 2018 | 1, 4, 11, 12, 13, 14, 15, 16, 17 |  |
|  |  |  |  |  |

Revised FSO Feb 2018