

Security: Theories and Concepts

Module Code:	PES5010-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Peace Studies
FHEQ Level:	FHEQ Level 5
Module Leader:	Dr Simon Whitby

Additional Tutors:

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	24
Directed Study	176

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

Security is a contested concept and this module begins by addressing what we mean by security, and the Module looks then at the subject from various perspectives. Taught by Team-Based Learning, this module explores the key concepts of security studies and critical security studies including : definitions, epistemology, methodology, the state, widening and deepening, security, community, emancipation as well as contemporary discourse developments , and looks at a variety of critical perspectives on security including traditional, hybrid, and critical approaches.

Outline Syllabus

Theories and Concepts; What is Security? Realism and Security Studies; Constructivism and Institutionalism; The Copenhagen School and Securitisation; Critical Theory (The Welsh School): Security and Emancipation; Post-Structuralist Approaches to `Security?; Human Security; Feminist theorising about security, health and bio-security; Third World perspectives on security (ethnic conflict and political violence).

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - a) demonstrate an in-depth understanding of key theoretical and conceptual debates about security, particularly from critical perspectives;
 - b) demonstrate an in-depth understanding of the ways in which critical theoretical insights might be applied to particular issues and regions;
 - c) use insights and approaches to analyse specific empirical issues or case studies.
- 2
 - a) analyse concepts and theories in aspects of Security and Critical Security Studies;
 - b) further develop reading, analytical and evaluative skills, to analyse alternative interpretations and present information under pressure relevant to the subject.
- 3
 - a) evaluate data from a variety of sources and, express ideas clearly in writing;
 - b) demonstrate a range of skills relating to communication and problem solving in individual and group-work settings, and apply these skills in the delivery of an oral group-work presentation.

Learning, Teaching and Assessment Strategy

A combination of interactive lectures, team-based learning, and directed study develops knowledge and understanding of key theories, concepts, institutions and regimes (LO1). Team-based learning group work and directed study in preparation for an individual essay deepens and applies such understanding on selected topics (LO1, LO2), and develops group and individual and presentation skills (oral and written) (LO3). Formative and Summative assessment of all LOs is effectively achieved through a weighted combination of the above team-based learning group work and essays, which provide appropriate opportunities for students to demonstrate achievement of LOs at the appropriate level.

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the module through the programme's instructional learning and teaching strategy; team-based learning. Students will study the core knowledge-based content of the module out of class; this is then assessed through a series of individual readiness assurance tests (i-RAT), which are MCQ assessments for learning taken at regular intervals throughout the academic year. Students discuss the i-RAT assessment in teams of 5-7 and retake the assessment as a team (t-RAT). In class sessions, students will apply their new knowledge to a number of formative and summative team application exercises during the academic year.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Referral	Presentation	Individual presentation		40%	No
Summative	Other form of assessment DO NOT USE	On-going auditive assessment i- RATs (5%), t-RATs (15%), Team Application Exercise (15%) & Peer review of performance in team (5%)		40%	No
Referral	Coursework	Essay	-2500 words	60%	No
Summative	Coursework	Essay	-2500 words	60%	Yes

Legacy Code (if applicable)

SP-5009D

Reading List

To view Reading List, please go to [rebus:list](#).