



CORPORATE AND ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theories and Practices of Securitisation				
Module Code	UZQNJN-30-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Politics		
Contributes towards	BA (Hons) in Politics BA (Hons) in International Relations BA (Hons) in International Relations and Politics BA (Hons) in History and Politics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to		

CAP Approval Date	6 th February 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse concepts of securitisation and evaluate real-world implications of conceptual differences within the sub-discipline of Security Studies (Component A and Component B – all elements) 2. Critically engage with theoretical debates of securitisation in relation to specific security issues (Component B – element 1) 3. Analyse security practices and the ways in which those involved in the provision of security manage and coordinate security issues (Component B – element 2) 4. Analyse and critique current security policy debates (Component A and Component B – all elements) 5. Effectively communicate complex arguments supported by appropriate evidence (Component B – all elements and Component A) 6. Demonstrate critical understanding of how security questions/issues develop and how a security agenda is shaped (Component B, all elements)

Syllabus Outline	<p>This module will introduce students to existing theories and current practices of securitisation. This module will be divided into three sections. In the first section of the module students will have an opportunity to develop an understanding of a variety of traditional theories in the sub-discipline of Security Studies. The second section will focus specifically on alternative theories of security that widen and deepen both concepts and practices of security. The first two sections of the module will complement the study conducted in the third section of the module where traditional and alternative academic theoretical debates on security will be integrated in the investigation of prominent issues and practices of contemporary global, international, regional and local securities.</p> <p>The syllabus may include the following topics:</p> <p>Traditional and alternative approaches to security</p> <p>Various cases and practices of security such as:</p> <ul style="list-style-type: none"> Missile defense and arms race: arms control and disarmament Nuclear Weapons: Nuclear proliferation and non-proliferation practices Revolution in Military Affairs: Regulation of Private Military and Security Companies Interventions: military, economic or humanitarian Weak, failed or non-existent states: state recognition and practices of sovereignty Natural Resources: Energy security and its possible militarisation Terrorism and state violence: past and current counter-terrorist practices Regional security and geopolitical rivalry: current regional security structures (NATO, OSCE, SCO, etc) Environmental Challenge: Securitisation or politisation of climate change Migration and effects of securitisation Health and poverty: securitisation or politisation Human Trafficking and Drug Trafficking: urgency of securitisation Unheard voices: children and war
Contact Hours	72 hours – these will include 3 contact hours per week: lecture (1 hour); seminar (1 hour); online tutorial (1 hour)
Teaching and Learning Methods	<p>Weekly lectures will be used to introduce students to key arguments and information about a specific topic. Weekly seminars will be used to provide students with the opportunity to discuss, analyse, and debate substantive issues related to the material of the week.</p> <p>In addition to lectures and seminars I will use virtual learning environments and other web-based resources to deliver my teaching. For the purposes of this module I will mainly use on-line tutorial. This teaching technique will be employed in order to further engage students in their learning.</p> <p>To further facilitate and enhance students' learning I will offer prompt, detailed, and constructive written and oral feedbacks on all assessment. This will, in turn, aid students in developing knowledge of the relevant subject matter and research, analysis and communication skills.</p> <p>Students will be expected to do at least 228 hours of independent learning, including preparation for classes and assessments.</p>

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="454 324 1364 728"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td></td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="566 1120 1252 1355"> <tbody> <tr> <td colspan="2">Total as ses sm ent of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam as ses sm ent percentage</td> <td></td> <td>40%</td> <td></td> </tr> <tr> <td>Coursework as ses sm ent percentage</td> <td></td> <td>60%</td> <td></td> </tr> <tr> <td>Practical exam as ses sm ent percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300																																Total as ses sm ent of the module:				Written exam as ses sm ent percentage		40%		Coursework as ses sm ent percentage		60%		Practical exam as ses sm ent percentage		0%					100%
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<p>Reading Strategy</p>	<p>Given the volume of electronically accessible material, it is not essential that a student purchases a specific textbook. However, if a student wishes to purchase a textbook then two texts will be recommended. These are:</p> <ol style="list-style-type: none"> 1. Collins, A. (ed.). 2009 <i>Contemporary Security Studies</i>. Oxford: Oxford University Press, 2nd edn 2. Dannreuther, R. 2007 <i>International Security: the contemporary agenda</i>. Polity Press. <p>Hard copies of both texts are available in the library. To enhance student's reading I will order both texts in electronic format.</p> <p>Each week students will have to complete the required reading. This reading will be available via blackboard in a digitised form. In addition to the required reading, for each theory and/or topic covered in the module a student will be provided with a list of recommended reading and an extensive list of further reading. These lists will be available via the handbook and via blackboard.</p> <p>Due to the nature of the topics of this module students will be required and encouraged to conduct independent research (using library catalogue, and various databases which are available electronically)</p>																																																														

	<p>Students will be encouraged to read regularly and discuss their understanding of the reading in seminars.</p> <p>Students will be encouraged to consult and integrate a wide range of sources and resources in their written work.</p>
Indicative Reading List	<p>Aradau C. 2008 <i>Rethinking Trafficking in Women: Politics out of Security</i>. Basigstoke: Palgrave.</p> <p>Buzan, B. and Herring, E. 1998 <i>The Arms Dynamic in World Politics</i>. Boulder CO: Lynne Reiner</p> <p>Coker, C. 2002 <i>Waging War Without Warriors? The Changing Culture of Military Conflict</i>. Boulder CO: Lynne Reiner</p> <p>Collins, A. (ed.). 2009 <i>Contemporary Security Studies</i>. Oxford: Oxford University Press, 2nd edn</p> <p>Dalby, S. 2010 <i>Security and Environment</i>. London: Polity Press</p> <p>Guild E. 2009 <i>Security and Migration in the 21 Century</i>.</p> <p>Heymann, P. B. 2004 <i>Terrorism, Freedom, and Security: Winning Without War</i>.</p> <p>Peoples, C. and Vaughan-Williams, N. 2010 <i>Critical Security Studies: An Introduction</i>. London: Routledge</p> <p>Riley, R. L., Mohanty, C. T. and Pratt, M. B. (eds.). 2008 <i>Feminism and War: Confronting U.S. Imperialism</i>. London: Zed Books</p> <p>Sagan, S. D. and Waltz, K. 1995 <i>The Spread of Nuclear Weapons: A Debate</i>. W W Norton and Company</p> <p><u>The most relevant journals for this module include:</u></p> <p>Survival, International Security, Conflict Resolution, Cooperation and Conflict, Conflict, Security and Development, Security Dialogue, Journal of Strategic Studies, Food and Energy Security.</p>

Part 3: Assessment	
Assessment Strategy	<ol style="list-style-type: none"> <li data-bbox="555 1256 678 1285">1. Essay This piece of assessment requires a student to write an essay in response to one of the questions from a list that will be provided at the beginning of an academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit. <li data-bbox="555 1592 790 1621">2. Security Report This piece of assessment requires a student to prepare and submit a 'security report'. Students will be free to choose the subject matter of the report (the security problem they wish to report on). Students will be free to choose the audience towards whom the report will be directed (the organization or institution). Student will decide how their report will be presented. Students will be informed that the report should not take the form of a 'normal' essay. Here, students will be required to treat the presentation of the report as seriously as they will treat the analysis contained within it. In order to facilitate this, students will be free to use imagination in the design of the report. This will allow students to include pictures, diagrams, video, links to further materials or any other materials that they will deem relevant to the report. However, students will be judged on whether their chosen means of presentation is appropriate to the audience towards which their report is directed. This piece of assessment is intended to help students develop their

	<p>presentation and critical analysis skills. It should also help students to consider the practical relevance of the scholarly study of security. In this context, students will be assessed on whether or not they have identified a relevant organization or institution to which to provide a report on their chosen security problem.</p> <p>3. Exam</p> <p>This piece of assessment will require a student to answer two unseen essay questions in two hours. The exam is designed to test both students' knowledge regarding the topics examined in this module and their essay-writing abilities. Thus, the exam of this module does not merely test students' memory, but also the exam assesses students' ability to offer critical analysis under specific time constraints.</p>
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Identify final assessment component and element	Exam (Component A1)	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 hours)	100%	
Component B Description of each element		
1. Essay (2000 words)	50%	
2. Security Report (2000 words)	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Final examination (2 hours)	100%	
Component B Description of each element		
1. Essay (4000 words)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		