

Course Syllabus
Critical Security Studies and Technology

Kritiska säkerhetsstudier och teknologi

Course Code	2FS012	Main Field of Study	Systems Science for Defence and Security
Valid from Semester	Autumn 2021	Department	Department of Military Studies
Education Cycle	Advanced level	Subject	Systems Science for Defence and Security
Scope	7.5	Language of Instruction	The teaching is conducted in English.
Progression	A1N	Decided by	The Research and Education Board's Course Syllabus Committee at the Swedish Defence University
Grading Scale	Fail, Pass, Pass with Distinction	Decision date	2021-03-05
Revision	1.0		

Entry Requirements

- A bachelor's degree with a minimum of 180 credits,
- at least 15 credits in the field of Defense, Crisis management and Security,
- and knowledge corresponding to English B / 6.

Course Content and Structure

The aim of this course is to give an introduction to foundations, current issues and different approaches of Critical Security Studies CSS that are applicable in the defense sector. The course is focused on socio-technical perspectives where the interaction of humans and technology is intertwined with a variety of perspectives, values and elements that together forms its own unique ontology. The course also covers the connection between technology and security where technical objects and defense systems are perceived both as that which give us security and as a threat.

The course is divided into five themes:

1. Introduction and general orientation to critical theory and its connection to safety and technology.
2. What is 'Security'? Including the instrumental view vs the emancipatory view. 'Securitization' theory – security as socially constructed.
3. Feminist and postcolonial perspectives. Intersectional perspectives on safety. The power dimension – dominance and oppression.
4. Surveillance technology: Panopticon and surveillance.
5. Current security issues including sustainable development.

Each theme begins with lectures interspersed with independent literature studies and ends with a seminar. Together, lectures and seminars provide students with a basis for the final written assignment in essay form.

Intended Learning Outcomes

After completed course the student should be able to:

Competence and skills

- critically review and discuss contemporary security issues from a critical security perspective.

Judgement and approach

- critically reflect on security as a social construction,
- independently analyze scientific and empirical issues related to technology and security.

Type of Instruction

Seminars

Lectures

Independent Study

Assessment**Individual essay**

Scope: 7.5

Grading Scale: Fail, Pass, Pass with Distinction

At the end of the course, an individual essay is written about a current problem in a security technology context that is analyzed against the background of critical theory.

The examiner may decide that supplementary work is required in order for a pass grade to be achieved. Examination papers submitted late will not be graded, unless there are special reasons, which have been approved by the examiner.

Supplementary assignments are to be submitted no later than five working days after the notification of results and the supplementary assignment for the examination in question, unless there are special reasons, which have been approved by the examiner.

Grading

Grading takes place through a three-grade grading scale: Fail (F), Pass (P) and Pass with Distinction (PwD).

Grading criteria are reported at the latest at the start of the course.

Restrictions in Number of Examinations

The number of examinations is not limited.

Restrictions Concerning Degree

The course cannot be included in a degree with another course whose content fully or partially corresponds to the content of this course.

Transitional Provisions

When the course is no longer given or when the course content has changed substantially, the student has the right to be examined once per semester during a three-term period in accordance with this syllabus.

Miscellaneous

The course is given within Defence and Security Systems Development - Master's Programme. The course may also be given as a single-subject course or in other Master's Programmes.

If a student has a decision from the Swedish Defense University on special educational support due to a disability, the examiner may decide on alternative forms of examination for the student.

On the completion of the course, an evaluation will be conducted under the auspices of the course director, which will form the basis for any changes to the course.



Reading List

Critical Security Studies and Technology

Kritiska säkerhetsstudier och teknologi

Course Code	2FS012
Revision	1.0
Reading List Valid from Date	2021-08-30
Reading List Decided Date	2021-03-05

Litterature

- Aradau, C. (2004). Security and the democratic scene: desecuritization and emancipation. *Journal of International Relations and Development*, 7(4), 388–413. <https://doi.org/10.1057/palgrave.jird.1800030>
- Bertrand, S. (2018). Can the subaltern securitize? Postcolonial perspectives on securitization theory and its critics. *European Journal of International Security*, 3(3), 281–299. <https://doi.org/DOI: 10.1017/eis.2018.3>
- Booth, K. (1991). Security and Emancipation. *Review of International Studies*, 17(4), 313–326. Retrieved from <http://www.jstor.org/stable/20097269>
- Caluya, G. (2010). The post-panoptic society? Reassessing Foucault in surveillance studies. *Social Identities*, 16(5), 621–633. <https://doi.org/10.1080/13504630.2010.509565>
- Crandall, J., & Armitage, J. (2005). Envisioning the Homefront: Militarization, Tracking and Security Culture. *Journal of Visual Culture*, 4(1), 17–38. <https://doi.org/10.1177/1470412905050636>
- Feenberg, A. (2017). A Critical Theory of Technology. In U. Felt, R. Fouché, C. M. Miller, & L. Smith-Doerr (Eds.), *Handbook of Science and Technology Studies*. (pp. 635–663). MIT Press.
- Grovogui, N. S. (2002). Postcolonial Criticism - International Reality and Modes of Inquiry. In G. Chowdry & S. Nair (Eds.), *Power, Postcolonialism and International Relations - Reading race, gender and class* (pp. 33–56). London & New York: Routledge.
- Hall, R. (2015). *The Transparent Traveller: The Performance and Culture of Airport Security*. Duke University Press.
- Hojtink, M., & Leese, M. (2019). How (not) to talk about technology International relations and the question of agency. In M. Hoijtink & M. Leese (Eds.), *Technology and agency in international relations* (pp. 1–23). New York & London: Routledge/Taylor and Francis.
- Huysmans, J. E. F. (1998). Security! What Do You Mean?: From Concept to Thick Signifier. *European Journal of International Relations*, 4(2), 226–255. <https://doi.org/10.1177/1354066198004002004>
- Littig, B., & Grießler, E. (2005). Social sustainability: A catchword between political pragmatism and social theory. *International Journal of Sustainable Development*, 8(1–2), 65–79. <https://doi.org/10.1504/ijsd.2005.007375>
- Peoples, C. (2010). *Justifying Ballistic Missile Defence: Technology, Security and Culture*. Cambridge: Cambridge University Press.
- Peoples, C., & Vaughan-Williams, N. (2020). *Critical Security Studies (Second Edi)*. New York: Routledge.
- Schneier, B. (2010). Schneier on Security: Privacy and Control. *Journal of Privacy and Confidentiality*, 1, 3–4.
- Taureck, R. (2006). Securitization theory and securitization studies. *Journal of International Relations and Development*, 9(1), 53–61. <https://doi.org/10.1057/palgrave.jird.1800072>
- Winner, L. (1980). Do Artifacts Have Politics? *Daedalus*, 109(1), 121–136.