Course Specifications

From the academic year 2020-2021 up to and including the academic year

Governance of Security (F710372)

Due to Covid 19, the education and assessment methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0	Study time	150 h	Contact hrs	45.0h

Course offerings and teaching methods in academic year 2021-2022

A (semester 1)	English	Gent	online lecture	0.0h
			self-reliant study activities	15.0h
			lecture	15.0h
			online seminar	0.0h
			seminar	15.0h

Lecturers in academic year 2021-2022

Easton, Marleen	EB25	lecturer-in-charge

Offered in the following programmes in 2021-2022

	crdts	offering
Bachelor of Science in Public Administration and Management	5	A
Master of Science in Public Administration and Management	5	A
Exchange programme in Economics and Business Administration	5	A

Teaching languages

English

Keywords

Governance of security, management of security, security policies, private and public cooperation, discretion of security actors, citizen participation.

Position of the course

The aim of this course is for the students to gain insight into governance and security issues and to be capable of formulating personal, original and critical reflections about these issues. In this, the students should be able to transcend national frames of reference and reflect from an (inter)national and (inter)disciplinary point of view on security topics.

Contents

This course approaches security issues from a governance perspective. The issues have been studied by the research group 'Governing and Policing Security' (www.gaps-ugent.be) and are approached along three main lines of thought:
• The study of the growth, development and social meaning of the concept of insecurity/security (the transition from objective to subjective feelings of insecurity, the notion of nuisance, mistrust in governments...) alongside the changing areas of social relevance with which the idea of insecurity has become associated in late modern society (from traditional forms of criminality to food safety, environmental threat, corruption, terrorism). Specific attention is paid to the implications of these phenomena with regards to the protection of human rights. Knowledge and critical reflection is central to each of the case studies about the security paradigm.
• The study of the administrative and judicial policies which relate to the changing paradigm of insecurity/security, paying particular attention to the problems of integration between: public versus private conduct of policy; centralised versus decentralised conduct of policy; international, rural and local conduct of policy and the development of sector specific policies in contrast to integral or integrated policy making.
• The study of the implications for law and order and crime prevention policy execution of this evolving paradigm of insecurity/security, with a specific focus on the decreasing rigidity of organisational borders and competence displacement in its implementation (police forces; administrative supervision holders; new security professions; the army; information services; inspection and detection services; private security, guarding and detection, self-regulating

agencies; active citizen participation etc. The security issues in this course have been studied

Initial competences

Final competences

1 Insights into the state of the art of theory and research on governing and policing (in)security in late-modern society and more in particular about the broadening of its social meaning (of objective insecurity to 'subjective' feelings, nuisance, distrust in governments,...) and the changes in its social relevance (of both 'traditional' forms of criminality and environmental threats, radicalization, terrorism,...).

2 The ability to find and consult scientific sources on governing and policing security (e.g. literature, legislation, other documents) and critically analyze them

3 The ability to evaluate empirical research on governance and policing security.

4 The ability to reflect on one's own thoughts about the governance of security and to keep an open mind about other opinions and new ideas

5 The ability to assess the implications of theories on the governance of security for policy development and implementation

6 The ability to conceptualize a large diversity of societal issues in terms of governance of security concepts

7 The ability to apply research methods and techniques and design a small-scale research on issues related to the governance of security.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Online seminar, Online lecture, Seminar, Lecture, Self-reliant study activities

Extra information on the teaching methods

During the seminars interactions between the students is essential to develop their critical thinking and application of knowledge. Discussion, short assignments and guest lectures are used.

Learning materials and price

There is no handbook available. The teaching material consists of the powerpoint presentations of each class and a reader with scientific literature.

References

- Krahmann, E. (2001) The Emergence of Security Governance in Post-Cold War Europe. Working Paper 36/01First published in 2001 by the ESRC "One Europe or Several?" Programme; Sussex European Institute, University of Sussex, UK. - Krahmann, E. (2005) "From State to Non-State Actors: The Emergence of Security Governance" in: New Threats and New Actors in International Security. Palgrave, 2005, ebook ISBN: 9781403981660.
- Gilleir, F. (2013). Discretionaire ruimte bij de Belgische lokale politie. Een explorerend, kwalitatief onderzoek naar uitvoeringswerk. To be published in 'Reeks Politiestudies', Maklu, fall 2013. - Easton, M. & Ponsaers, P. (2010). The view of the police on community policing in Belgian multicultural Neighbourhoods. In M., Cools, B., De Ruyver, M., Easton, L., Pauwels, P., Ponsaers, T., Vander Beken, F., Vander Laenen, G., Vande Walle, G., Vermeulen & G., Vynckier (Eds.), Governance of Security Research Papers Series, Volume 3. New Empirical Data, Theories and Analyses on Safety, Societal Problems and Citizens Perceptions (pp. 161-182). Antwerpen-Apeldoorn: Maklu (ISBN 978-90-466-0327-7).
- Easton, M. & Van Ryckeghem, D. (2012). Reflections on Community Policing and citizen participation. In: M. Cools, B. De Ruyver, M. Easton, L. Pauwels, P. Ponsaers, G. Vande Walle, T. Vanderbeken, F. Vander Laenen, A. Verhage, G. Vermeulen, & G. Vynckier (eds.), Social conflicts, citizens and policing. Governance of Security Research Papers Series, Volume 6 (pp. 15-30). Antwerpen-Apeldoorn: Maklu (ISBN 978-90-466-0541-7).
- Dormaels, A., & M. Easton (2011). Understanding perceptions of corruption. In M. Cools, B. De Ruyver, M. Easton, L. Pauwels, P. Ponsaers, G. Vande Walle, T. Vanderbeken, F. Vander Laenen, G. Vermeulen, & G. Vynckier (eds.), EU Criminal Justice, Financial & Economic Crime: new perspectivesinterest-based dispute resolution, Governance of Security Research Papers Series, Volume 5 (pp. 205-226). Antwerpen-Apeldoorn: Maklu.
- Dormaels A. & Easton, M. (2012), Applying 'Differential Association Theory' to understand perceptions of corruption. In P. Ponsaers (ed.), Social Analysis of Security, Financial,

Economic and Ecological Crime, Crime, (In)security and (Dis)trust, Public and Private Policing. Reeks Het groene gras. The Hague: Eleven International Publishing, pp. 103-112.

Course content-related study coaching

The slides and reader are available through the Ufora online platform. Besides the possibility to ask questions in class, an appointment can be made upon request of the student.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Oral examination

Examination methods in case of periodic assessment during the second examination period

Oral examination

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Oral examination
Permanent evaluation: paper

Calculation of the examination mark

50% periodic evaluation and 50% permanent evaluation