



PICT112

Strategy and Security in the Indo-Pacific Region

S2 External 2015

Dept of Policing, Intelligence & Counter-Terrorism

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Disclaimer

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General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines Australia's security in the Indo-Pacific region. It begins with an overview of changing strategic trends in the region, particularly the simultaneous rise of China and India and debates America's role in the Indo-Pacific in the twenty-first century. It then situates Australia in the region as a middle power with wide-ranging interests in regional security and stability. The unit then focuses on the range of non-traditional challenges which affect regional security in the Indo-Pacific and the institutions which exist to manage them. Finally, the unit examines the strategies employed by significant regional actors which influence Australia's prosperity and security in the twenty first century.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe Australia's position as a middle power in relation to the Indo-Pacific region.
2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.

3. Describe Australia's key security concerns in the Indo-Pacific region.
4. Identify and explain potential flash points for regional conflict and insecurity.
5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment Tasks

Name	Weighting	Due
<u>Issue Briefing</u>	10%	Week 4
<u>Essay</u>	40%	Week 10
<u>Non-Invigilated Exam</u>	30%	Week 12
<u>Quiz</u>	20%	Week 13

Issue Briefing

Due: **Week 4**

Weighting: **10%**

The issue brief is a 5 min vodcast. You are required to first prepare a brief and then record yourself speaking to camera.

The topic of the brief is; 'Past Danger and Opportunity in the Indo-Pacific' for Australian Security since 1901. You are to choose and prepare a brief on what you consider to be;

- The greatest unrealised danger
- OR
- The greatest unrealised opportunity

(PLEASE NOTE: choose only ONE heading)

Outline the following in your brief;

- How it could have happened?
- Why it would have been important?
- What were the three main influences or decisions that were creating the danger or opportunity?
- What were the three main influences or decisions that were reducing the danger or opportunity?
- Why it did not happen?

On successful completion you will be able to:

- 1. Describe Australia's position as a middle power in relation to the Indo-Pacific region.
- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 3. Describe Australia's key security concerns in the Indo-Pacific region.

Essay

Due: **Week 10**

Weighting: **40%**

The essay is a set question on the theme of 'Drivers of Danger and Opportunity in the Indo-Pacific'.

You will be allocated a choice of two questions in Week 7.

The two questions will be from five that are already set. During weeks 3-7 (inclusive) in your workshop session you will discuss each of these five different set question and prepare an outline essay structure. Therefore the actual set essay will be on a question you have already discussed in an online forum (for external students) and a workshop for (internal students) and prepared an outline for in advance.

The essay asks you to identify and describe major drivers of danger and opportunity for a particular context, discuss how they may operate and provide supporting evidence for your choice.

On successful completion you will be able to:

- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.

Non-Invigilated Exam

Due: **Week 12**

Weighting: **30%**

Non-Invigilated Exam - 1500 words

Theme; "Future Danger and Opportunity" in the Indo-Pacific.

Part 1; You are to prepare an analytic brief using one or more analytic tools as practised in the workshop sessions, for example a stakeholder analysis for a Regional crisis and/or a '4-way scenario analysis of the possible outcome.

Part 2; You are to provide 1500 words (or equivalent) of explanation of your analysis in the form of 'speaker notes'.

On successful completion you will be able to:

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- 3. Describe Australia's key security concerns in the Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Quiz

Due: **Week 13**

Weighting: **20%**

The online quiz is based on the 'Indo-pacific Challenge' or 'Reading Game' -

Quiz Part 1 - Engagement and quiz generation = 10% of mark

You are marked for engagement by asking and answering questions relevant to each week's theme. Full marks will be awarded for creating one satisfactory question and answering 5 questions every week for all 13 weeks.

Quiz Part 2 - 20 questions + 10% of mark

The 20 set questions will be selected by the convenor from amongst the most highly rated questions created in the Indo-pacific Challenge. The questions will therefore all have been published previously.

On successful completion you will be able to:

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- 3. Describe Australia's key security concerns in the Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Delivery and Resources

Unit material will be delivered in several forms

- Pre-recorded lectures for both knowledge and skills
- Supplementary videos from other sources
- Set readings

Module workshops will be delivered face-to-face on campus and in a virtual forum for online students. In addition to explanatory videos, students will be provided with notesheets and worksheets as required.

UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of at least 12 hours per week on this unit. This includes listening to pre-recorded lectures prior to seminar discussions and reading weekly required readings detailed in iLearn.
- Internal students are expected to attend all seminar sessions and external students are expected to contribute to on-line discussions.
- Students are required to submit all major assessment tasks in order to pass the unit.

REQUIRED READINGS

- The citations for all the required readings for this unit are available to enrolled students through the unit iLearn site, and at Macquarie University's Library EReserve site. Electronic copies of required readings may be accessed at the EReserve site.

TECHNOLOGY USED AND REQUIRED

- Personal PC and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.
- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

SUBMITTING ASSESSMENT TASKS

- All assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted either as a PDF or MS word document by the due date.
- Most assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process.
- The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university's Disruptions Policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html#purpose).

LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for each day (including weekends) the paper is late.
- For example, if a paper is worth 20 marks, 1 mark will be deducted from the grade given for each day that it is late (i.e. a student given 15/20 who submitted 4 days late will lose 4 marks = 11/20).
- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits do not include references, bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.
- If the number of words exceeds the limit by more than 10%, then penalties will apply. These penalties are 5% of the awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose $3 \times 5\% = 15\%$ of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over, it would be reduced by 15 marks to a pass

(50%).

- The application of this penalty is at the discretion of the course convener.

REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately (<http://mq.edu.au/policy/docs/gradeappeal/policy.html>). This process involves all assignments submitted for that unit being reassessed. However, in exceptional cases students may request that a single piece

Unit Schedule

Module 1 - Introduction to the Unit and Topic: There Goes the Neighbourhood - *(the Region is Changing and Aussies are not: Mind the gap!)*

Module 2 – Strategic Trends in the Indo-Pacific - *(How did we get here?)*

Module 3 - The Promise and Peril of Simultaneous Rise *(India and China in parallel)*

Module 4 - the US as Offshore Balancer *(What is the US role?)*

Module 5 - Pivotal Powers in the Indo Pacific *(The other important players)*

Module 6 - Territorial Disputes and Regional Flashpoints *(Where might it all go wrong?)*

Module 7 - Fragile States and Regional Instability *(Why the little guys matter?)*

Module 8 - Australia Looks North *(How have we understood ourselves in the past?)*

Module 9 – A Larger Australia? *(Where do we think we are headed?)*

Module 10 - The Indo Pacific as a Regional Security Complex *(Why the Region is difficult to predict?)*

Module 11 - Multilateral Institutions in Asia *(What are the institutions and what do they do?)*

Module 12 - Access to Sea Lines of Communication *(Why do sea lanes matter?)*

Module 13 - Conclusion: Danger and Opportunity in The Indo Pacific *(What is out there?)*

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Issue Briefing
- Essay
- Non-Invigilated Exam
- Quiz

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Essay
- Non-Invigilated Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they

participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment tasks

- Issue Briefing
- Quiz

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Describe Australia's position as a middle power in relation to the Indo-Pacific region.
- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 3. Describe Australia's key security concerns in the Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Essay
- Non-Invigilated Exam
- Quiz

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Describe Australia's position as a middle power in relation to the Indo-Pacific region.
- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 3. Describe Australia's key security concerns in the Indo-Pacific region.
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- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Essay
- Non-Invigilated Exam
- Quiz

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 3. Describe Australia's key security concerns in the Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Essay
- Non-Invigilated Exam
- Quiz

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1. Describe Australia's position as a middle power in relation to the Indo-Pacific region.
- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 3. Describe Australia's key security concerns in the Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- 6. Contrast Australian regional security interests with the interests of other Indo-Pacific states.

Assessment tasks

- Issue Briefing
- Essay
- Non-Invigilated Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining

Indo-Pacific security.

Assessment task

- Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 2. Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- 4. Identify and explain potential flash points for regional conflict and insecurity.
- 5. Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.

Changes since First Published

Date	Description
08/07/2015	Delivery and Resources section in line with PICT