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General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit presents a conceptual framework for the study of security studies. It examines the
different ways in which security can be conceptualised and the various levels of analysis used
in security analysis. Students will examine security politics and securitisation, the legal and
political contexts in which security operates and the relationship between chaos, order and
resilience in assessing systemic risk. Throughout there is a focus on the confluence of risk
factors in an increasingly interconnected world. In addition, an all-hazard approach to security
planning and risk assessment is explored. In addition, critical security issues and objections to
dominant narratives of security are addressed. The unit then presents an overview of the
impact of globalisation and interconnection on security issues and security impacts. It also
introduces complexity and systemic approaches to security to examine national and
international societal systems. The curriculum concludes with questions about the diminishing
returns of security investment in complex systems and how risk-based analysis can overcome
stagnation in security actions.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are

Learning Outcomes

1. Define the concept of security as it relates to the various levels of analysis used in
security studies, including individual, group, national, regional, international and human
security.
2. Explain the key theories of Security Studies applicable to the contemporary security environment.

3. Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.

4. Explain the process of securitisation in relation to political and security issues on the current international agenda.

5. Describe the legal and political contexts in which security studies is situated.

6. Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

General Assessment Information

All assignments are submitted online via iLearn. Quizzes are completed entirely online via iLearn.

Extensions of up to 1 week can be granted by the unit convenor with good reason, prior notice and supporting documentation. Any longer extension must be approved through the Faculty Disruption to Studies process.

Assessments up to fourteen days late will be marked on a pass/fail basis only and will receive a maximum of 50% of available marks. Assessments will not be accepted more than fourteen days after the due date without an approved application for special consideration.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online quizzes (x4)</td>
<td>20%</td>
<td>Multiple</td>
</tr>
<tr>
<td>Case Study</td>
<td>30%</td>
<td>30 March 2015</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>40%</td>
<td>11 May 2015</td>
</tr>
<tr>
<td>Simulation exercise</td>
<td>10%</td>
<td>25 May 2015</td>
</tr>
</tbody>
</table>

Online quizzes (x4)

Due: Multiple
Weighting: 20%

Four multiple choice quizzes to be completed online via iLearn.

Due in weeks 2, 5, 8 and 13.

This Assessment Task relates to the following Learning Outcomes:
• Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
• Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
• Describe the legal and political contexts in which security studies is situated.

Case Study
Due: 30 March 2015
Weighting: 30%

1,500 word case study examining the securitisation of a contemporary policy issue.

Due Monday 30 March 2015 at 09:00am.

This Assessment Task relates to the following Learning Outcomes:
• Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
• Explain the key theories of Security Studies applicable to the contemporary security environment.
• Explain the process of securitisation in relation to political and security issues on the current international agenda.

Risk Assessment
Due: 11 May 2015
Weighting: 40%

2,000 word risk assessment report on a selected security issue and using at least two structured analytical techniques.

Due Monday 11 May 2015 at 09:00am.

This Assessment Task relates to the following Learning Outcomes:
• Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
• Explain the key theories of Security Studies applicable to the contemporary security environment.
• Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
• Describe the legal and political contexts in which security studies is situated.
• Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Simulation exercise
Due: 25 May 2015
Weighting: 10%

Conduct or observe a small simulation exercise and submit a brief report interpreting and explaining your results.
Due Monday 25 May 2015 at 09:00am.

This Assessment Task relates to the following Learning Outcomes:
• Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Delivery and Resources
Students will require access to a computer, access to a digital video camera (or a device with an inbuilt digital video camera) and internet access in order to complete assignments.

Unit Schedule
Lecture Topics

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<tbody>
<tr>
<td>1</td>
<td>Security in the network society</td>
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<tr>
<td>2</td>
<td>Conceptualising security</td>
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<tr>
<td>3</td>
<td>The politics of security and securitisation</td>
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<tr>
<td>4</td>
<td>Risk and uncertainty in security analysis</td>
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<tr>
<td>5</td>
<td>Security frameworks</td>
</tr>
<tr>
<td>6</td>
<td>Risk analysis and management tools</td>
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<tr>
<td>7</td>
<td>Puzzles and mysteries in security analysis</td>
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</tbody>
</table>
### Workshop Topics

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<tbody>
<tr>
<td>1</td>
<td>Critical Thinking / Probability</td>
</tr>
<tr>
<td>2</td>
<td>Risk matrix and criticality analysis</td>
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<td>3</td>
<td>Decision tree analysis</td>
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<td>4</td>
<td>Risk assessment</td>
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<td>5</td>
<td>Cross-impact analysis</td>
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<tr>
<td>6</td>
<td>Red teaming</td>
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<tr>
<td>7</td>
<td>Intelligence puzzles and mysteries</td>
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<tr>
<td>8</td>
<td>Intelligence data (i2 demonstration)</td>
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<tr>
<td>9</td>
<td>Systematic process analysis</td>
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<tr>
<td>10</td>
<td>Simulation</td>
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<tr>
<td>11</td>
<td>Task analysis techniques</td>
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<tr>
<td>12</td>
<td>Business continuity and Continuity Of Government (COG)</td>
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Learning and Teaching Activities

Video Lectures
Weekly video lectures will be provided on the unit iLearn site.

Workshops
Weekly workshops will be facilitate for internal and external students. Workshops focus on practical activities which build analytical and technical skills. Each workshops focuses on one or more structured analytical techniques. Some will include using software platforms which allow users to manipulate information to assist analysis. Internal students will attend a two hour face-to-face session. External students will complete the same activities online with forum and chat support.

Weekly Chat Sessions
Weekly live chat sessions with the unit convenor and/or tutors will allow internal and external students to engage in real-time discussion of course content.

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
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 Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity 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.

IT 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

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

- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
• Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

**Assessment tasks**

• Case Study
• Risk Assessment

**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 outcome**

• Explain the key theories of Security Studies applicable to the contemporary security environment.

**Assessment tasks**

• Case Study
• Risk Assessment

**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**

• Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.

• Explain the process of securitisation in relation to political and security issues on the current international agenda.

• Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.
Assessment tasks

- Risk Assessment
- Simulation exercise

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Assessment tasks

- Online quizzes (x4)
- Case Study
- Risk Assessment
- Simulation exercise

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**

- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

**Assessment tasks**

- Case Study
- Risk Assessment
- Simulation exercise

**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:

**Assessment task**

- Risk Assessment

**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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Describe the legal and political contexts in which security studies is situated.

Assessment tasks

- Case Study
- Risk Assessment

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 outcome

- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.

Changes from Previous Offering

N/A