



# PICT901

## International Security

S1 External 2015

*Dept of Policing, Intelligence & Counter-Terrorism*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to MPICT or PGDipPICT or GradDipPICT or MPICTMIntSecSt or MIntSecStud or PGDipIntSecStud or GradDipIntSecStud or PGCertIntSecStud or GradCertIntSecSt

Corequisites

Co-badged status

Unit description

The unit provides a comprehensive overview of the social construction of international security and compares and contrasts several different but overlapping theoretical and thematic approaches to international security that have recently arisen. Since the end of the Cold War, broader and deeper concepts of security have been unavoidable, given the limitations of realism and the challenges that have accompanied rapid globalisation and increased global disorder. As a result, there has been a growing concern about new drivers of non-traditional transnational security challenges. These new international security challenges, coupled with ongoing more traditional concerns, have significantly transformed the international security environment, and brought into question traditional state-centric assumptions about security.

## 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:

Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context

Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings

Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity

Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly

Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## Assessment Tasks

Name	Weighting	Due
<a href="#">Research Essay</a>	50%	See iLearn for details
<a href="#">Analytical Report</a>	25%	See iLearn for details
<a href="#">Online Quiz</a>	25%	Weekly

### Research Essay

Due: **See iLearn for details**

Weighting: **50%**

The completion of a research essay is intended to encourage and enable students to develop core disciplinary knowledge, enhance research skills, display effective communication (academic writing) skills and demonstrate originality and critical thinking.

Assignments in this unit will be submitted, marked and returned electronically. For further information see the iLearn site.

Further detailed assessment criteria is available to all enrolled students through the Unit iLearn site.

On successful completion you will be able to:

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## Analytical Report

Due: **See iLearn for details**

Weighting: **25%**

Please see the iLearn page for a full description of this assessment.

On successful completion you will be able to:

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## Online Quiz

Due: **Weekly**

Weighting: **25%**

Please see the iLearn page for a full description of this assessment.

On successful completion you will be able to:

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## **Delivery and Resources**

### DELIVERY AND RESOURCES

#### 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](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](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](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 of work is reassessed.

## Unit Schedule

**Note:** The required readings for this Unit are available to all enrolled students through the Unit iLearn site and Macquarie University Library's EReserve site

Module 1: Introduction and Overview

Module 2: Reconceptualising Security in the 21<sup>st</sup> Century

Module 3: Realism and Neo-realism

Module 4: Liberalism and Neo-liberalism

Module 5: Human Security and the Demise of the State

Module 6: Constructivism and Critical Theory

Module 7: Securitisation

Module 8: Non-Traditional Security Challenges

Module 9: Health

Module 10: Environmental Security

Module 11: Security and Identity: Ethnicity, Culture, Religion

Module 12: Security and Gender: Feminism and Emancipation

Module 13: The Future?

## **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](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](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](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/](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](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 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](http://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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcome

- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity

## Assessment tasks

- Research Essay
- Analytical Report
- Online Quiz

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## Assessment tasks

- Research Essay
- Analytical Report
- Online Quiz

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## Assessment tasks

- Research Essay
- Analytical Report
- Online Quiz

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained,

persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## **Assessment tasks**

- Research Essay
- Analytical Report
- Online Quiz

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Contrast and explicate a range of theoretical constructs relevant to the field of international security, including their relationship to their historical context
- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Evaluate the importance of traditional and non-traditional security challenges and how these relate to the drivers of international insecurity
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## **Assessment tasks**

- Research Essay
- Analytical Report
- Online Quiz

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Describe concepts that are an integral part of conceptualising international security, including 'security', 'critical theory', 'globalisation' and 'securitisation', with particular attention to their multiple and contested meanings
- Showcase higher order communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion

## **Assessment tasks**

- Research Essay
- Analytical Report
- Online Quiz