PICT111

Security in an Age of Risk

S1 Day 2016

Dept of Policing, Intelligence & Counter-Terrorism

Contents

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 available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

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.

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

Name	Weighting	Due
Minor Essay	20%	29 March 2016
Major Essay	40%	08 June 2016
Exam	30%	14 June 2016

Name	Weighting	Due
Participation	10%	Ongoing

Minor Essay

Due: **29 March 2016**
Weighting: **20%**

More details will be available on iLearn

On successful completion you will be able to:
- 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.

Major Essay

Due: **08 June 2016**
Weighting: **40%**

More details will be available on iLearn

On successful completion you will be able to:
- 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.

Exam

Due: **14 June 2016**

Weighting: **30%**

More details will be available on iLearn

On successful completion you will be able to:
- 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.

Participation

Due: **Ongoing**
Weighting: **10%**

Students will be expected to actively participate in the unit. Internal students will be expected to attend 80% of seminars and actively engage in class discussions. External students will be expected to contribute to the online discussions forums.

On successful completion you will be able to:
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

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.

- The compulsory textbook is:

Paul D. Williams, (ed.), *Security Studies: An Introduction*, (London: Routledge, 2013).

Students can purchase either a physical or electronic copy online directly from Routledge (www.routledge.com) or from Amazon (www.amazon.com) or the Book Depository (www.bookdepository.com). Copies are also available from the Macquarie University Co-op bookshop.

All materials are available through the Macquarie University library. The compulsory textbook is available in Reserve.

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 he awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose 3 x 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

PICT111: Syllabus

Week 1	**What is Risk?**
Week 2	**Intelligence**
Week 3	**Cyber Security**
Week 4	**Arms Race and Arms Control**
Week 5	**Energy Security**
Week 6	**Human Security**
Week 7	**Environmental Conflict**
Week 8	**Poverty and Health**
Week 9	**Population Movements and Refugees**

Week 10	
	Transnational Organised Crime
Week 11	
	Regional Security Institutions
Week 12	
	Peace Operations
Week 13	
	Conclusion: Challenges for Australia

Week 1: What is risk?

In this module we will introduce the course and define what is meant by 'an age of risk'. Risks are conceptually different from threats as the latter imply recognition of a current security challenge to status quo. In contrast, risks are potential future security challenges that could become threats if we treat them as such. It is argued that we are living in an era of risk as the domestic and international system is undergoing a transformation. There is not a clear threat to status quo as status quo itself is changing with the rise of non-traditional security challenges. Change itself cannot be reversed, and security becomes an issue of managing risk. We will first discuss how the international system is changing and the risks it produces, debate the influences and impact of perceptions, prioritise risks by using a risk matrix comparing probability and severity, and lastly address how to manage risks by utilising a cost-benefit analysis.

Seminar Questions:

1. What is risk?

2. What are the adverse security implications of treating risks as threats?

3. What and who affects our risk perceptions?

4. How can a risk matrix and cost-benefit analysis contribute to manage risks?

Required Reading

Beck, Ulrich. "Living in the world risk society." *Economy and Society* 35, no. 3 (2006): 329-345.

Rasmussen, Mikkel Vedby. "Reflexive security: NATO and international risk society." *Millennium-Journal of International Studies* 30, no. 2 (2001): 285-309.

Recommended Reading

Petersen, Karen Lund. "Risk Analysis-a Field Within Security Studies." *European Journal of International Relations* (2011): 1-25.

Beck, Ulrich. "The terrorist threat world risk society revisited." *Theory, Culture & Society* 19, no. 4 (2002): 39-55.

Week 2: Intelligence

This module will delve into the question of what the term 'intelligence' actually means, in the context of puzzles, mysteries and risk in security analysis. Students' preconceived notions defining what intelligence is, as well as how intelligence processes and approaches really work, will be challenged with the objective being to discover where intelligence fits in modern day security operations.

Guest Lecturer: Fred Smith

Seminar Questions:

1. Why is intelligence important to manage risks?

2. What are the main misconceptions about intelligence?

3. What are puzzles and a mysteries and why is it imperative to distinguish between the two?

Required Reading

Aldrich, Richard J. "Intelligence", in *Security studies: an introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 235-249.

Marrin, Stephen. "Improving intelligence studies as an academic discipline." Intelligence and National Security (2014): 1-14.

Recommended Reading

Marrin, Stephen. Guide to the Study of Intelligence: Why Teach About Intelligence, The Intelligencer, Volume 20, Number 1, Spring/Summer 2013, available at: https://www.afio.com/publications/MARRIN%20Stephen%20FINAL%20-%20Why%20Teach%20About%20Intelligence%20-%20AFIO%20Intelligencer.pdf

Cavelty, Myriam Dunn, and Victor Mauer. "Postmodern intelligence: Strategic warning in an age of reflexive intelligence." Security Dialogue 40, no. 2 (2009): 123-144.

Week 3: Cyber Security

In this module we will explore cyber-security as a growing challenge for national and international security. There is a lack of understanding about the cyber-attacks and what mechanisms can be used in improving both detection and prevention. Providing a secure cyberspace is now a key concern for governments and private sector organisations throughout the world, which requires development of critical infrastructure and an organizational and national/international research agenda supported by multidisciplinary expertise. Dr. Mamoun Alazab's presentation provides an overview of cybercrime, cyber security, and cyber terrorism from a technological and a criminological perspective, and explains how criminological theories can be applied to mitigate cyber-attacks. The purpose of this presentation is also to describe recent trends, such as zero-day exploits, botnet attacks against internet banking applications, the emergence of the darknet, the role of organised crime, cybercrime-as-a-service, big data, ransomware, and spam emails. He will also illustrate how new analytics can be used to uncover hidden patterns in malicious software (malware) and offer the promise of improved countermeasures, draw on real world data
.

 Guest Lecturer: Mamoun Alazab

Seminar Questions:

1. What is cybercrime, cyber security, and cyber terrorism?
2. List some recent trends in the cyberspace?
3. Does the main threat derive from state or non-state actors?
4. What are the international norms concerning cyber security?
5. How can we mitigate the risks to cyber security?

Required Reading

O'Connell, Mary Ellen. "Cyber security without cyber war." *Journal of Conflict and Security Law* 17, no. 2 (2012): 187-209.

Hjortdal, Magnus. "China's use of cyber warfare: Espionage meets strategic deterrence." *Journal of Strategic Security* 4, no. 2 (2011): 1-24.

Recommended Reading

Kenney, Michael. "Cyber-Terrorism in a Post-Stuxnet World." *Orbis* 59, no. 1 (2015): 111-128.

Rid, Thomas. "Cyber war will not take place." *Journal of Strategic Studies* 35, no. 1 (2012): 5-32.

Lewis, James Andrew. *Assessing the risks of cyber terrorism, cyber war and other cyber threats*. Washington, DC: Center for Strategic & International Studies, 2002.

Denning, Dorothy E. "Cyberterrorism: The logic bomb versus the truck bomb." *Global Dialogue* 2,

no. 4 (2000): 29. (public access) http://www.worlddialogue.org/content.php?id=111

Week 4: Arms Race and Arms Control

In this module we will explore arms race and race arms control. A common debate in recent scholarship and in the media is whether the military modernisation of the regional countries of the Asia-Pacific constitutes an arms race. Such a question is significant as the region has no arms control regimes to halt destabilizing build-ups of sophisticated weapons platforms, for instance, submarines and ballistic missiles. In the first part of this session we will look at the history of the 'arms race' and the consequent debate on arms control versus disarmament, In the second part of this session we will examine the case study of East Asian military modernization programs since 2001.

Guest Lecturer: Sheryn Lee

Seminar Questions:

1. Why do arms races develop?

2. What are the challenges with implementing arms control?

3. Why are there no arms control regimes in Asia?

4. Is an East-Asian arms race probable, or is one already under way?

Required Reading

Waheguru, Pal Singh Sidhu. "The Nuclear Disarmament and Non-Proliferation Regime", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 355-373.

Colin S. Gray, 'The Urge to Compete: Rationales for Arms Racing', World Politics, Vol. 6, no. 2, January 1974, 207-233.

Recommended Reading

Huntington, Samuel P. "Arms races: Prerequisites and Results." *Public Policy* 8, no. 1 (1958): 41-86.

Schelling, Thomas C. *Arms and Influence (2ⁿᵈ ed.)*. New Haven and London, Yale University Press, 2008.

Hedley Bull. "Arms Control and the Balance of Power", in Ernest W. Lefever, ed., *Arms & Arms Control: A Symposium*, New York: Praeger for The Washington Center of Foreign Policy

Research, 1962, 27-48.

Ayson, Robert. "Arms control in Asia: yesterday's concept for today's region?." *Australian Journal of International Affairs* 67, no. 1 (2013): 1-17.

Week 5: Energy Security

In this module we will explore competing conceptions of 'energy security' and how changes in the international system affect energy security. Energy security was traditionally defined as 'the reliable supply of energy resources', which is increasingly important to keep modern economies alive. We will address how this concept has been expanded to include the control over energy resources and transportation corridors, which paradoxically can undermine the reliable supply of energy.

Seminar Questions:

1. What is energy security?

2. Why is energy security of growing importance?

3. What is the relationship between energy security and war?

4. What are the energy security risks for China, and does the management of these risks create new risks?

5. Is the EU and Russia locked in an 'energy security dilemma'?

Required Reading

Klare, Michael T. "Energy Security", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 535-552.

Yergin, Daniel. "Ensuring Energy Security." *Foreign Affairs* 85, no. 2 (2006): 69-82.

Recommended Reading

Kruyt, Bert, Detlef P. van Vuuren, H. J. M. De Vries, and Heleen Groenenberg. "Indicators for Energy Security." *Energy Policy* 37, no. 6 (2009): 2166-2181.

Winzer, Christian. "Conceptualizing energy security." *Energy Policy* 46 (2012): 36-48.

Monaghan, Andrew. "Russia-EU Relations: an emerging energy security dilemma." *Pro et Contra* 10, no. 2-3 (2006): 1-13.

Week 6: Human Security

In this module we will discuss the concept of human security. The paradigm shift from state-centric security to human security challenges previous conceptions of what security entails and how it can be enforced. Human security is a contested concept, ranging from non-coercive peace studies to military interventionism. While protection of the individual has traditionally been the prerogative of the state, history has demonstrated that people are more likely to be killed by their own government than a foreign state. We will introduce the concept of the *Responsibility to Protect* (R2P) as a key concept and focal point of the human security debate.

Seminar Questions:

1. What is human security?

2. What are the tensions between the development-focused approach and the interventionist approach to human security?

3. Does the human security concept strengthen or challenge state security?

4. What is the *Responsibility to Protect*?

Required Reading

Hampson, Fen Osler. "Human Security", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 279-294.

Acharya, Amitav. "Human Security: East versus West." *International Journal* 56, no. 3 (2001): 442-460.

Recommended Reading

Chandler, David. "Resilience and Human Security: The Post-Interventionist Paradigm." *Security Dialogue* 43, no. 3 (2012): 213-229.

Bellamy, Alex J, The Responsibility to Protect, in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 486-502.

Gasper, Des. "Securing humanity: Situating 'human security' as concept and discourse." *Journal of Human Development* 6, no. 2 (2005): 221-245.

Week 7: Environmental Security

In this module we will discuss environmental security as an emerging risk. Pollution and environmental degradation creates both known and unknown security challenges. Floods, drought, climate change, access to water, food scarcity and other possible effects are an issue of human security and state security. We can respond to these risks by reducing our environmental 'footprint' and/or prepare for the consequences. These new and shared risks have the capacity

to unite and to divide the international community.

Seminar Questions:

1. What is environmental security?

2. Is environmental security a branch of human security and state security, or can the environment itself become the referent object?

3. Employing risk analysis, what is the probability and severity of environmental degradation and global warming, and what are the costs and benefits of managing and mitigating this risk?

Required Reading

Dalby, Simon. "Climate Change and Environmental Security", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 311-323.

Barnett, Jon, and W. Neil Adger. "Climate change, human security and violent conflict." *Political Geography* 26, no. 6 (2007): 639-655.

Recommended Reading

Trombetta, Maria Julia. "Environmental security and climate change: analysing the discourse." *Cambridge Review of International Affairs* 21, no. 4 (2008): 585-602.

Oels, Angela. "From 'securitization' of climate change to 'climatization' of the security field: comparing three theoretical perspectives." In *Climate Change, Human Security and Violent Conflict*, Springer Berlin Heidelberg, 2012, 185-205.

Floyd, Rita, and Richard Matthew. *Environmental Security: Approaches and Issues*. Routledge, 2013.

Week 8: Poverty and Health

In this module we will explore the nexus between poverty, health and security. Poverty fuels insecurity that are no longer contained to a specific region. While extreme poverty is in decline, inequality (also in the West) is on the rise. Health issues have also climbed on the security agenda over the last years as diseases such as HIV/AIDS are considered both a risk and threat to human security and state security.

Seminar Questions:

1. How does poverty and diseases affect human security and state security?

2. What is the link between poverty and war?

3. Is health an issue of national and/or international security?

4. Where do diseases and epidemics fit on the security matrix, and why does it not receive more attention?

Required Reading

McInnes, Colin. "Health", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 324-336.

Thomas, Caroline, and Paul D. Williams. "Poverty", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 295-310.

Recommended Reading

Piazza, James A. "Rooted in poverty?: Terrorism, poor economic development, and social cleavages 1." *Terrorism and Political Violence* 18, no. 1 (2006): 159-177.

Wilkin, Peter. "Global poverty and orthodox security." *Third World Quarterly* 23, no. 4 (2002): 633-645.

Justino, Patricia. "On the links between violent conflict and chronic poverty: How much do we really know?." *Chronic Poverty Research Centre Working Paper* 61 (2006).

Brainard, Lael, and Derek H. Chollet. *Too poor for peace?: global poverty, conflict, and security in the 21st century*. Brookings Institution Press, 2007.

Week 9: Population Movements and Refugees

In this module we will explore the relationship between population movements and security risk. Population movements are an issue of both national and international security as population movements have fuelled ethnic tensions, led to the rise of right-wing parties, and even brought down states. We will analyse the risks deriving from the current refugee/migrant crisis in Europe. This case study will demonstrate that the shared risk has created great impetus for unity, while concurrently it has become a source of division that could break apart the European Union.

Seminar Questions:

1. Do population movements create security risks?

2. How can this security risk be managed without creating new risks?

3. What are the consequences of treating population movements as a threat rather than a risk?

Required Reading

Bali, Sita. "Population Movements", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 520-534.

Cohen, Robin. "Diasporas and the nation-state: from victims to challengers." *International Affairs 72, n*o. 3 (1996): 507-520.

Recommended Reading

Salehyan, Idean, and Kristian Skrede Gleditsch. "Refugees and the spread of civil war." *International Organization* 60, no. 02 (2006): 335-366.

Mayer, Benoît. "The Arbitrary Project of Protecting Environmental Migrants." in *Environmental Migration and Social Inequality*, Springer International Publishing, 2016, 189-200.

Bigo, Didier. "Security and immigration: toward a critique of the governmentality of unease." *Alternatives* 27, no. 1 (2002): 63-92.

Basaran, Tugba. "The saved and the drowned: Governing indifference in the name of security." *Security Dialogue* (2015): 1-16.

Week 10: Transnational Organised Crime

In this module we will explore transnational organised crime as a risk to both state and human security. Assessing transnational organised crime entails addressing a wide variety of crimes by very different types of people. Organised crime has prospered due to 'globalisation' or 'internationalisation' as people, goods and capital flow across borders with increasing ease. It is widely recognised that weak states produce and/or attract organised crime. A sound argument can be made that transnational governance is required to counter a transnational threat.

Guest Lecturer: John Langdale

Seminar Questions:

1. What is transnational organised crime, and what challenges does it present?

2. What is the link between organised crime and terrorism?

3. How can we govern transnational organised crime?

Required Reading

Williams, Phil. "Transnational Organised Crime", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 503-519.

Hutchinson, Steven, and Pat O'malley. "A Crime–Terror Nexus? Thinking on Some of the Links

between Terrorism and Criminality." *Studies in Conflict Terrorism* 30, no. 12 (2007): 1095-1107.

Recommended Reading

Cornell, Svante E., and Niklas LP Swanström. "The Eurasian drug trade: A challenge to regional security." *Problems of Post-Communism* 53, no. 4 (2006): 10-28.

Rollins, John. *International terrorism and transnational crime: Security threats, US policy, and considerations for Congress.* Diane Publishing, 2010.

Wang, Peng. "The Increasing Threat of Chinese Organised Crime: National, Regional and International Perspectives." *The RUSI Journal* 158, no. 4 (2013): 6-18.

Miraglia, Paula, Rolando Ochoa, and Ivan Briscoe. "Transnational organised crime and fragile states." *OECD* (2012).

McCusker, Rob. *Transnational crime in the Pacific Islands: real or apparent danger?*. Australian Institute of Criminology, 2006.

Week 11: Regional Security Institutions

In this module we will address the proliferation of regional security institutions as both a management of risk and source of risk. The UN is recognised as the main security institution and representative of international law. However, regional security institutions such as the African Union or ASEAN are more capable of responding to regional challenges. In this module we will discuss how the variety of institutions manages relations between member states, how they engage with other regional security institutions (inter-regionalism), and lastly their relationship with the UN.

Seminar Questions:

1. Are regional security institutions partners and/or competitors to the UN?

2. How do regional security institutions manage relations among its member states and engage with the broader world?

3. Why do regional security institutions proliferate?

4. Are we experiencing a trend towards inter-regionalism and/or is competition simply elevated to competition between more powerful, fewer and less compatible units of power?

Required Reading

Fawcett, Louise. "Regional Institutions", in *Security Studies: an Introduction (Second edition.)*,

Williams, Paul D (ed.). Routledge, 2013,, 355-373.

Pempel, Thomas J. "Soft balancing, hedging, and institutional darwinism: The economic-security nexus and East Asian regionalism." *Journal of East Asian Studies* 10, no. 2 (2010): 209-238.

Manning, Robert A. "Obama's Sunnylands Summit: Does ASEAN Really Matter?" *Atlantic Council*, 12 February (2016) available at: http://www.atlanticcouncil.org/blogs/new-atlanticist/obama-s-sunnylands-summit-does-asean-really-matter

Recommended Reading

Jones, Catherine. "Great powers, ASEAN, and security: reason for optimism?." *The Pacific Review* 28, no. 2 (2015): 259-280.

Coker, Christopher. *Globalisation and Insecurity in the Twenty-first Century: NATO and the Management of Risk*. Routledge, 2014.

Hasenclever, Andreas, and Brigitte Weiffen. "International institutions are the key: a new perspective on the democratic peace." *Review of International Studies* 32, no. 4 (2006): 563-585.

Kelly, Robert E. "Security Theory in the "New Regionalism" *International Studies Review* 9, no. 2 (2007): 197-229.

Week 12: Peace Operations

In this module we will explore the various forms of peace operations, ranging from observation and monitoring, peacekeeping, peace-building and peace-enforcement. During the Cold War a key challenge was to de-couple peace operations from competition between the great powers. After the Cold War, greater focus has been devoted to human security, but without losing their impartiality. There is a dilemma in peace operations as the 'peace-makers' either have interests that challenges their impartiality, or they do not have interests and therefore unwilling to contribute blood and treasury.

Seminar Questions:

1. What are the objectives of peace operations?

2. What are the means for peace operations?

3. Who is responsible for keeping the peace?

4. What is the difference between neutrality and impartiality?

5. Does the involvement of the international community contain and/or proliferate conflicts?

Required Reading

Pugh, Michael. "Peace Operations", in *Security Studies: an Introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, 393-408.

Bellamy, Alex J., and Paul D. Williams. "Who's keeping the peace? Regionalization and contemporary peace operations." *International Security* 29, no. 4 (2005): 157-195.

Recommended Reading

Williams, Michael J. "Empire Lite Revisited: NATO, the Comprehensive Approach and State-building in Afghanistan." *International Peacekeeping* 18, no. 1 (2011): 64-78.

Bellamy, Alex J. "The 'next stage' in peace operations theory?." *International Peacekeeping* 11, no. 1 (2004): 17-38.

Huéhenno, Jean-Marie. "On the challenges and achievements of reforming UN peace operations." *International Peacekeeping* 9, no. 2 (2002): 69-80.

Pugh, Michael. "Peacekeeping and critical theory." *International Peacekeeping* 11, no. 1 (2004): 39-58.

Week 13: Conclusion: Challenges for Australia

In this module we will discuss the security risks for Australia. The physical geographical isolation of Australia does not insulate it from the emerging security risks. In contrast, Australia faces several risks from issues such as climate change, terrorism and population movements. Beyond unconventional security challenges, the shift in power from the West to the East is changing Australia's security strategy as it must reconcile its European history and Asian geography. The positioning between the US and China continues to be a pressing topic.

Seminar Questions:

1. What are the main security risks for Australia?

2. Can Australia harmonise its European history and Asian geography?

3. How should Australia position itself between the US and China?

4. What are the risks from migration, terrorism and climate change? Does Australia's management of these risks create new risks?

Required Reading

O'Neil, Andrew. "Conceptualising future threats to Australia's security." *Australian Journal of Political Science* 46, no. 1 (2011): 19-34.

McDonald, Matt. "Constructing insecurity: Australian security discourse and policy post-2001."

International Relations 19, no. 3 (2005): 297-320.

Recommended Reading

Tow, William. "Deputy sheriff or independent ally? Evolving Australian–American ties in an ambiguous world order." *The Pacific Review* 17, no. 2 (2004): 271-290.

Pietsch, Juliet, and Ian McAllister. "Human security in Australia: public interest and political consequences." *Australian Journal of International Affairs* 64, no. 2 (2010): 225-244.

Dibb, Paul. "Is the US Alliance of Declining Importance to Australia?." *Security Challenges* 5, no. 2 (2009): 31-40.

O'neil, Andrew. "Degrading and managing risk: Assessing Australia's counter-terrorist strategy." *Australian Journal of Political Science* 42, no. 3 (2007): 471-487.

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 one 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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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:

Assessment tasks

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Minor Essay
- Major Essay
- Exam
- Participation

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 task

- Participation

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

- Minor Essay
- Major Essay
- Exam

- Participation

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

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Minor Essay
- Major Essay
- Exam
- Participation

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.

Assessment task

- Participation

Changes from Previous Offering

N/A

Changes since First Published

Date	Description
02/03/2016	.
21/02/2016	.