



# PICT113

## Tactical Counter Terrorism Operations

S2 Day 2016

*Dept of Policing, Intelligence & Counter-Terrorism*

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## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Tactical operations are a fundamental component of security threats and a cornerstone of planning effective responses to security crises. Many kinds of contingency plans, including counter terrorism, state emergencies and continuity of government, involve planning for tactical threats and counter terrorism operations. This unit examines the tools and tactics used against the state and the range of tactical response options available to government when managing to security crises. It begins with the kinds of security incidents which threaten modern societies, including types of threat actors, their preferred tools and their desired effects. The unit then examines protective security measures, such as hardening targets, and tactical planning processes. Finally, the unit uses case studies to explore a range of security crises and tactical responses, including ambushes, hostage-taking and raids from around the world.

## 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. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)
2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)

3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
4. Explain the range of tactical (and strategic) response options available to Governments
4. Evaluate key security counter-measures, tactical response capabilities and preparedness levels needed to manage security incidents
5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Ongoing
<u>Terrorist Capability/Impact</u>	30%	Saturday Week 6
<u>Counter-Terrorism Report</u>	30%	Saturday Week 11
<u>Final Exam</u>	30%	Saturday Week 13

### Participation

Due: **Ongoing**

Weighting: **10%**

Active and attentive participation in tutorials is essential to generating a positive, dynamic, and fulfilling learning environment. Your role in class is to demonstrate your engagement with the topics at hand by offering scholarly opinions, asking relevant questions, and extending collegiality to your teacher and peers. For external students this will be conducted via an ilearn forum

On successful completion you will be able to:

- 1. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)
- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
- 4. Explain the range of tactical (and strategic) response options available to

Governments

- 4. Evaluate key security counter-measures, tactical response capabilities and preparedness levels needed to manage security incidents

## Terrorist Capability/Impact

Due: **Saturday Week 6**

Weighting: **30%**

This assessment requires you to write a 1500 word essay that analyses a 'terrorist' group. You should consider the groups origins, political objectives, ideology, the makeup of its membership and tactics. You may then speculate on the threat that the terrorist group poses and who it threatens.

On successful completion you will be able to:

- 1. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)
- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 4. Explain the range of tactical (and strategic) response options available to Governments
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## Counter-Terrorism Report

Due: **Saturday Week 11**

Weighting: **30%**

This assessment requires you to write a 1500 word essay to critically discuss the existing strategy, preparatory arrangements, response of the State and actual political impact for a nominated 'terrorist' incident (for example Mumbai 2008).

On successful completion you will be able to:

- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
- 4. Explain the range of tactical (and strategic) response options available to Governments
- 4. Evaluate key security counter-measures, tactical response capabilities and

preparedness levels needed to manage security incidents

- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## Final Exam

Due: **Saturday Week 13**

Weighting: **30%**

This online examination will open on Wednesday (9am) week 13 and close Saturday (11:55pm) week 13. The examine consists of 10 questions linked to the course material. If you prepare responses for the weekly questions in class you will be well-equipped to tackle this assessment.

On successful completion you will be able to:

- 1. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)
- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
- 4. Explain the range of tactical (and strategic) response options available to Governments
- 4. Evaluate key security counter-measures, tactical response capabilities and preparedness levels needed to manage security incidents
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## Delivery and Resources

### UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening to lectures prior to seminar or tutorial, reading weekly required materials as detailed in iLearn, and preparing assessments.
- Internal students are expected to attend all seminar or tutorial sessions, and external students are expected to make significant contributions to on-line activities.
- In most cases students are required to attempt and 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 site. Electronic copies of required readings may be accessed through the library or will be made available by other means.

#### TECHNOLOGY USED AND REQUIRED

- Computer 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.

#### SUBMITTING ASSESSMENT TASKS

- All text-based assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted as a 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 or nominated delegate such as a tutor. Any requests for extensions must be before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university's Disruptions Policy

#### 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 include footnotes and footnoted references, but not 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

## Unit Schedule

Unit Schedule

### **PART I - WHAT IS 'TERRORISM'?**

**Week 1 - Introduction to the Unit**

**Week 2 - Terrorist or Freedom Fighter?**

### **PART II - POLITICAL VIOLENCE AND 'TERRORISM'**

**Week 3 – A Brief History of Terrorism Part I**

**Week 4 - A Brief History of Terrorism Part II**

**Week 5 - What makes someone a terrorist?**

**Week 6 - The Means and Methods of Terrorism**

**Week 7 - The Media and Terrorism**

**Week 8 – Contemporary Terrorism Part I**

**Week 9 - Contemporary Terrorism Part II**

### **PART III - COUNTERING POLITICAL VIOLENCE AND 'TERRORISM'**

**Week 10 - Constraining Political Violence: Strategy, Intelligence and Policing**

**Week 11 - Responding to Political Violence: Hard Power and Soft Power**

**Week 12 – State Repression and Overreaction**

**Week 13 – Counterterrorism and the Media - Unit Conclusion**

## 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)

**New Assessment Policy in effect from Session 2 2016** <http://mq.edu.au/policy/docs/assessm>

[ent/policy\\_2016.html](#). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](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](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](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](http://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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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:

### Learning outcomes

- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

### Assessment task

- 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

- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 4. Explain the range of tactical (and strategic) response options available to Governments

- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## **Assessment tasks**

- Participation
- Final 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:

## **Learning outcomes**

- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure

## **Assessment tasks**

- Participation
- Terrorist Capability/Impact
- Counter-Terrorism Report
- Final Exam

## **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. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)

- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
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- 4. Evaluate key security counter-measures, tactical response capabilities and preparedness levels needed to manage security incidents
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## **Assessment tasks**

- Participation
- Terrorist Capability/Impact
- Counter-Terrorism Report
- Final Exam

## **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**

- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
- 4. Explain the range of tactical (and strategic) response options available to Governments
- 4. Evaluate key security counter-measures, tactical response capabilities and preparedness levels needed to manage security incidents
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## Assessment tasks

- Participation
- Terrorist Capability/Impact
- Counter-Terrorism Report
- Final Exam

## 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

- 1. Identify the main types of tactical security incidence which threaten modern society (in both Western and Non Western contexts)
- 2. Identify the principal actors who pose a tactical security threat to states (those posing greatest risk of political violence)
- 3. Describe the primary weapons tools and tactics employed by non state actors against individuals, public places and state infrastructure
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## Assessment tasks

- Participation
- Terrorist Capability/Impact
- Counter-Terrorism Report
- Final Exam

## 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**

- 4. Explain the range of tactical (and strategic) response options available to Governments
- 5. Critically assess high profile incidents of terrorism and tactical counter-terrorism operations

## **Assessment task**

- 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:

## **Assessment task**

- Participation