PICT310

Insecurity, Development and Conflict Analysis

S1 Day 2016

Dept of Policing, Intelligence & Counter-Terrorism

Contents

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General Information

Unit convenor and teaching staff
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Course Convenor
Glenn Diesen
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by appointment

Credit points
3

Prerequisites
36cp including PICT212

Corequisites

Co-badged status

Unit description
The nexus between conflict, insecurity and development is an enduring challenge in the Security Studies field. This unit examines the enduring nature of human conflict in the contemporary international system. It uses Conflict Analysis as a lens to examine the key theories and debates about the fundamental origins of violent conflict, the impact of conflict on societies and the main approaches to conflict resolution and peacebuilding. This unit builds on other Security Studies units by exploring the range of insecurity that exists in many of the least developed countries. It presents an alternate, complementary view to other units by focusing on conflict within state which lack the capacity to provide security to individuals. It also examines the implications of insecurity for societal cohesion and long-term development indicators, such as economic growth, employment opportunities, life expectancy and the provision of health and education services.

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:

Apply theories about the causes of conflict to case studies.

Critically analyse theories of peacebuilding.

Critically analyse key theories of political violence, conflict and peacebuilding.

Identify key state functions which contribute to national and human security.

Explain the relationship between state fragility and insecurity.

Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment Tasks

Name	Weighting	Due
Introductory Essay	20%	21.03.2016
Major Essay	50%	06.06.2016
Exam	20%	16.06.2016
Participation	10%	Ongoing

Introductory Essay

Due: **21.03.2016**
Weighting: **20%**

See iLearn for details

On successful completion you will be able to:
- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Major Essay

Due: **06.06.2016**
Weighting: **50%**

See iLearn for details

On successful completion you will be able to:

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Exam

Due: **16.06.2016**
Weighting: **20%**

See iLearn for details

On successful completion you will be able to:
- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Participation

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

See iLearn for details

On successful completion you will be able to:
- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

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_inf

o/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

PICT310: Syllabus

Week	Lecture Topic	Seminar: Case Study
1	Introduction: The development-security nexus	Somalia: Does development precede or follow security?
Question 1: Does economic, political and military development create insecurity?		
2	Economic development and conflict	Fiji: Does economic development unite or divide society?
3	Democratic development and conflict	The Balkans: Does democratisation promote perpetual peace and/or encourage ethnic cleansing?
4	Military technology and conflict	Iran: Nuclear weapons as a source of stability?
Question 2: Can security be managed in an era of limited sovereignty?		
5	State-building and security	Afghanistan and Iraq: Is the creation of a sovereign state by foreign powers a necessity or contradiction in terms?
6	The weak state insecurity dilemma	Syria and North Korea: Too strong or too weak?
7	Decline of the state?	The UK and the European Union: Does the decline of the state create global citizens or the revive nationalism?

Question 3: What are the development dilemmas?		
8	Human security	Libya and Responsibility to Protect: A dilemma between justice and order?
9	Energy and resource security	China and Russia: An energy security dilemma between energy producers and consumers?
10	Societal security	Tibet: A security dilemma between the Tibetan society and the broader Chinese society?
11	Environmental Security	Global warming and carbon emissions trading – a dilemma between state interests and the environment??
12	International institutions and security	ASEAN – Indispensable or redundant
13	Conclusion	Future Development and Insecurity

Week 1: Introduction: The Development-Security Nexus

This module will introduce the security-development nexus. Peace studies focus on the link between development and security, suggesting that one cannot exist without the other. How does this understanding of insecurity impact conflict analysis? We will outline the structure and material of this course, which addresses the debates concerning the link between development and security.

Seminar

Class discussion: What is the relationship between security and development? What is security and why is it a 'contested concept'? Whose security are we referring to? What counts as a security issue and how can security be achieved? What is development? Are economic, governance, societal, human, and technological development of equal importance? Are these categories of development mutually reinforcing or contradictory?

Case Study: Somalia

Compulsory Reading

Lawler, Peter. Chapter 6: Peace Studies, in *Security studies: an introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013.

Menkhaus, Ken. "Vicious circles and the security development nexus in Somalia." *Conflict, Security & Development* 4, no. 2 (2004): 149-165.

Recommended Reading

Hettne, Björn. "Development and security: Origins and future." *Security Dialogue* 41, no. 1 (2010): 31-52.

Buzan, Barry. "Rethinking security after the Cold War." *Cooperation and Conflict* 32, no. 1 (1997): 5-28.

Amer, Ramses, Ashok Swain, and Joakim Öjendal, eds. *The security-development nexus: Peace, conflict and development*. Anthem Press, 2013.

Hurwitz, Agnès, and Gordon Peake. "Strengthening the security-development nexus: assessing international policy and practice since the 1990s." *New York: International Peace Academy* (2004).

Week 2: Economic Development and Conflict

This module will explore the relationship between economic development and conflict. As large parts of the world experience unprecedented economic growth, it is worth asking whether economic development can produce security and/or conflict. Economic development has been argued to create peace by fostering internal stability and interdependence with other states. According to modernisation theory it also promotes democracy. However, other theories posit that economic development contributes to conflict due to 'greed and grievance'.

Seminar

Debate: Does economic development create stability and incentives for keeping the peace? Does poverty or relative poverty fuel terrorism? What is the relationship between economic inequality and civil war? To what extent do civil wars start over grievances due to inequality or greed in terms of seeking economic opportunism?

Case Study: Fiji

Compulsory Reading

Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." *Oxford Economic Papers* 56, no. 4 (2004): 563-595.

Sriskandarajah, Dhananjayan. "Inequality and conflict in Fiji: From purgatory to hell?." *Asia Pacific Viewpoint* 44, no. 3 (2003): 305-324.

Recommended Reading

Nafziger, E. Wayne, and Juha Auvinen. "Economic development, inequality, war, and state violence." *World Development* 30, no. 2 (2002): 153-163.

Gartzke, Erik, Quan Li, and Charles Boehmer. "Investing in the peace: Economic interdependence and international conflict." *International Organization* 55, no. 02 (2001): 391-438.

Barbieri, Katherine, and Gerald Schneider. "Globalization and peace: Assessing new directions in the study of trade and conflict." *Journal of Peace Research* 36, no. 4 (1999): 387-404.

Week 3: Democratic Development and Conflict

In this module we will address the relationship between democracy and conflict. What is the relationship between democracy and conflict? Competing theories have been constructed on this topic: The dominant 'democratic peace theory', building on the *Perpetual Peace* by Emmanuel Kant, is considered axiomatic by many practitioners. This theory suggests that democracies do not go to war against each other, implying that democracy promotion should be considered a security initiative. Other scholars have focused on states transitioning to democracy as being especially vulnerable to war, and even genocide. Democratic states are argued to create 'new wars', and have a reduced capacity to win small wars. If Plato is correct, democracies will incrementally lose control over society as power becomes too dispersed, which will bring about a return to tyranny as the people will seek a strongman to reassert control and stability.

Seminar

Debate: What role does democracy have for security? Should states actively seek to promote democracy as an intrinsic component of security? Why would states transitioning to democracy be more vulnerable to war and ethnic cleansing? Is it reasonable to argue democracies create 'new wars'?

Case Study: The Balkans

Compulsory Reading

Mansfield, Edward D., and Jack Snyder. "Democratization and the Danger of War." *International*

Security 20, no. 1 (1995): 5-38.

Russett, Bruce, Christopher Layne, David E. Spiro, and Michael W. Doyle. "The democratic peace." *International Security* 19, no. 4 (1995): 164-184.

Recommended Reading

Mann, Michael. *The dark side of democracy: explaining ethnic cleansing*. Cambridge University Press, 2005.

Doyle, Michael W. "Liberalism and world politics." *American Political Science Review* 80, no. 4 (1986): 1151-1169.

Mansfield, Edward D., and Jack Snyder. "Democratic transitions, institutional strength, and war." *International Organization* 56, no. 02 (2002): 297-337.

Rummel, Rudolph J., "Democracy, Power, Genocide and Mass Murder," *The Journal of Conflict Resolution*, Vol. 39, No. 1, (1995): 3-26.

Week 4: Military Technology and Security

In this module we will discuss the development and proliferation of military technology. What determines whether the development of military power increases or decreases security? The development or proliferation of new military technology can be a source of both conflict and stability. Scholars ascribing to the 'offence-defence' theory suggest that weapons can be assessed as having offensive or defensive advantage, with the former increasing the likelihood of war and the latter decreasing the incentive to seek a military solution. Critics of this theory detest whether it is possible to distinguish weapons as having clearly an offensive or defensive purpose. We will also address other methods to mitigate the uncertainties that fuel the security dilemma by enhancing transparency and confidence-building measures.

Seminar

Debate: What determines whether the development of military power creates certainty or uncertainty? Why is conflict more likely if there is an offensive advantage? Is it possible to distinguish between offensive and defensive weapons? How can we mitigate uncertainties by communicating defensive intentions and capacity? Are nuclear weapons an offensive or defensive weapon, and would an Iranian nuclear weapon be the source of conflict or stability?

Case Study: Iran

Compulsory Reading

Van Evera, Stephen. "Offense, defense, and the causes of war." *International Security* 22, no. 4 (1998): 5-43.

Waltz, Kenneth N. "Why Iran should get the bomb." *Foreign Affairs* 91, no. 4 (2012): 2-5.

Recommended Reading

Levy, Jack S. "The offensive/defensive balance of military technology: A theoretical and historical analysis." *International Studies Quarterly* (1984): 219-238.

Jervis, Robert. "Cooperation under the security dilemma." *World Politics* 30, no. 02 (1978): 167-214.

Shiping, Tang. "Offence-defence Theory: Towards a Definitive Understanding." *The Chinese Journal of International Politics* (2010).

Week 5: State-Building and Security

In this module we will discuss state-building as a security initiative. Does state-building create sustainable peace or legitimise new imperialism? Johan Galtung drew a conceptual distinction between positive and negative peace to distinguish ceasefires from sustainable peace. While negative peace implied the temporary cessation of violence, positive peace aims to go beyond ending violence and to resolve the underlying political problems. State-building has produced a new approach of developing security through the restoration of society, government and economy. However, competing ideas about state-building can impede the development of a cohesive strategy. Critics of state-building tend to argue that foreign powers rarely come without their interest and motives, a familiar dilemma as states will only provide the resources required for state-building when they have their own interests and objectives.

Seminar:

Debate: Why is sovereignty at the heart of the debates on nation-building? What are the best approaches to achieve sustainable peace in conflict zones? What are some of the difficulties in achieving economic, political and social development and stability in the aftermath of war and conflict? Does the need for lasting peace outweigh the requirement for justice post-conflict? Should transitional justice be retributive, restorative, or rehabilitative? Do the concepts of negative peace and positive peace create competing objectives or competition for resources?

Case Study: Afghanistan and Iraq

Compulsory Reading

Krasner, Stephen D., and Thomas Risse. "External actors, state-building, and service provision

in areas of limited statehood: Introduction." *Governance* 27, no. 4 (2014): 545-567.

Fukuyama, Francis. "The imperative of state-building." *Journal of Democracy* 15, no. 2 (2004): 17-31.

Recommended Reading

Keane, Conor, and Glenn Diesen. "Divided We Stand: The US Foreign Policy Bureaucracy and Nation-Building in Afghanistan." *International Peacekeeping* 22, no. 3 (2015): 205-229.

Rubin, Barnett R. "Peace Building and State-Building in Afghanistan: constructing sovereignty for whose security?." *Third World Quarterly* 27, no. 1 (2006): 175-185.

Egnell, Robert. "The organised hypocrisy of international state-building." *Conflict, Security & Development* 10, no. 4 (2010): 465-491.

Week 6: The Weak State Insecurity Dilemma

This module will be devoted to exploring the weak state insecurity dilemma. Does the strength or weakness of states create a major threat to the contemporary security environment? While security threats have traditionally been measured by the strength of adversaries, more focus is being devoted to the insecurity deriving from the weakness of other states.

Seminar

Debate: Is it the strength or weakness of states that causes the greatest security threat? How does the weak state insecurity dilemma affect decision-makers? Should they seek a balance between keeping their adversaries weak and strong?

Case Study: Syria and North Korea

Compulsory Reading

Patrick, Stewart. "Weak states and global threats: Fact or fiction?." *Washington Quarterly* 29, no. 2 (2006): 27-53.

Englebert, Pierre, and Denis M. Tull. "Postconflict reconstruction in Africa: Flawed ideas about failed states." *International Security* 32, no. 4 (2008): 106-139.

Recommended Reading

Piazza, James A. "Incubators of terror: do failed and failing states promote transnational terrorism?." *International Studies Quarterly* 52, no. 3 (2008): 469-488.

Fattah, Khaled. "Yemen's Insecurity Dilemma." *The Washington Report on Middle East Affairs*

33, no. 2 (2014).

Kirui, Peter, and John Mwaruvie. "The dilemma of hosting refugees: A focus on the insecurity in north-eastern Kenya." *International Journal of Business and Social Science* 3, no. 8 (2012).

Patrick, Stewart. "Weak States and Global Threats: Assessing Evidence of Spillovers." *Center for Global Development Working Paper* 73 (2006).

Week 7: Decline of the State?

In this module we will address the decline of the state. There are scholarly disagreements whether the state is in decline and if it would be a source of security or insecurity. Globalisation presents several challenges as multinational corporations, non-governmental organisations and international institutions challenge the sovereignty of the state. Does the diminished primacy of the state and diffusion of power give way to peace and the rise of the global citizen, or does it inhibit the capacity of the state to represent its citizens fuel the return of nationalism?

Seminar

Debate: Is the state in decline? Does the diffusion of power away from the state produce security or insecurity? Is the security and prosperity of states enhanced or undermined by regional integration? Does the weakened primacy of the state reduce or fuel nationalism?

Case Study: The UK and the European Union

Compulsory Reading

Kaldor, Mary. "Nationalism and globalisation." *Nations and Nationalism* 10, no. 1-2 (2004): 161-177.

Huntington, Samuel P. "Dead souls: The denationalization of the American elite." *The National Interest* (2004): 5-18.

Recommended Reading

Mosley, Layna. "Globalisation and the state: Still room to move?." *New Political Economy* 10, no. 3 (2005): 355-362.

Mann, Michael. "Has globalization ended the rise and rise of the nation-state?." *Review of International Political Economy* 4, no. 3 (1997): 472-496.

Rudra, Nita. "Globalization and the decline of the welfare state in less-developed countries." *International Organization* 56, no. 02 (2002): 411-445.

Week 8: Human Security

In this module we will discuss the concept of human security. Traditionally, security studies have considered the state as the referent object. Shifting the focus to the individual as the referent object has changed the way scholars and practitioners think about security. Proponents of viewing the individual as the referent object suggest that it also strengthens state security, while critics often propose a zero-sum relationship exists. We will address the concept of the *Responsibility to Protect* (R2P) as a key concept and focal point of the human security debate.

Seminar

Debate: Should the individual or the state be the referent object in international security? Are there universal human rights and values, or should they be limited by tradition and culture? Is human security and state security complementary or mutually exclusive? Should the international community have a Responsibility to Protect (R2P)?

Case Study: Syria

Compulsory Reading

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

Paris, Roland. "Human Security: Paradigm shift or hot air?." *International Security* 26, no. 2 (2001): 87-102.

Recommended Reading

Chandler, David. "Human security: The dog that didn't bark." *Security Dialogue* 39, no. 4 (2008): 427-438.

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

Floyd, Rita. "Human Security and the Copenhagen School's Securitization Approach." *Human Security Journal* 5, no. 37 (2007): 38-49.

Liotta, Peter H. "Through the looking glass: Creeping vulnerabilities and the reordering of security." *Security Dialogue* 36, no. 1 (2005): 49-70.

Week 9: Energy and Resource Security

This module will explore energy security and how we can conceptualise the energy security dilemma. As new powers rise and their appetite for energy increases, we can expect the competition for energy resources and transportation infrastructure to intensify. We will focus on China as the largest consumer of energy and Russia's dominant position as an energy supplier, and assess how this impacts the global security environment.

Seminar

Debate: What is 'energy security' and the energy security dilemma? How might the problem of energy security impact upon wider aspects of international security? What is meant by the "peak oil moment", and how might this lead to increased energy insecurity? Is there competition between energy producers, energy consumers and energy transportation corridors? Why can energy producers and consumers be in competition? How could energy security lead to military conflict?

Case Study: China and Russia

Compulsory Reading

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

Wang, Lirong. "Sea Lanes and Chinese National Energy Security." *Journal of Coastal Research* 73, no.1 (2015): 572-576.

Recommended Reading

Yergin, Daniel. "Ensuring energy security." *Foreign Affairs* 85, no. 2 (2006).

Leung, Guy CK. "China's energy security: Perception and reality." *Energy Policy* 39, no. 3 (2011): 1330-1337.

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

Vivoda, Vlado. "Evaluating energy security in the Asia-Pacific region: A novel methodological approach." *Energy Policy* 38, no. 9 (2010): 5258-5263.

Ross, Michael L. "Does oil hinder democracy?." *World Politics* 53, no. 03 (2001): 325-361.

> **Week 10: Societal Security**

In this module we will explore societal security. Cultural identity, religion and language have become a key focus of security studies as the state is not the only source of collective identity. A strong unifying national identity is recognised to be pivotal for the stability and strength of states, which are threatened by possible ethnic or religious secessionist movements, insurgencies or terrorism. These cultural, ethnic or religious grouping can feel that their 'society', is threatened by the state.

Seminar

Debate: What is societal security? Is there a societal security dilemma? Are states required to have a clear ethno-cultural core or is there greater strength with a civic identity and diversity? Why are ethno-federal states vulnerable?

Case Study: Tibet

Compulsory Reading

Topgyal, Tsering. "Identity Insecurity and the Tibetan Resistance Against China." *Pacific Affairs* 86, no. 3 (2013): 515-538.

Bilgin, Pinar. "Individual and societal dimensions of security." *International Studies Review* 5, no. 2 (2003): 203-222.

Recommended Reading

Roe, Paul. "Securitization and minority rights: Conditions of desecuritization." *Security Dialogue* 35, no. 3 (2004): 279-294.

Swimelar, Safia. "Education in post-war Bosnia: The nexus of societal security, identity and nationalism." *Ethnopolitics* 12, no. 2 (2013): 161-182.

Herd, Graeme P., and Joan Löfgren. "Societal Security', the Baltic States and EU Integration." *Cooperation and Conflict* 36, no. 3 (2001): 273-296.

Olesker, Ronnie.,"Israel's Societal Security Dilemma and the Israeli-Palestinian Peace Process", *Nationalism and Ethnic Politics* 17, 4 (2011): 382-401.

> **Week 11: Environmental Security**

In this module we will address the issue of environmental security. Environmental degradation and global warming is frequently cited as the most probable and most severe threat to human survival. It is also recognised to not have the traditional zero-sum security dilemma dynamic. We will discuss the difficulties to respond to security risks and threats emanating from environmental security.

Seminar

Debate: What is environmental security? Is it possible to develop the environment as the referent object, or will environmental security remain a branch of human security? Without a common global approach to protecting the environment, do states face a dilemma between environmental security and state security?

Case Study: Global warming and the carbon trading scheme

Compulsory Reading

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

Podesta, John, and Peter Ogden. "The security implications of climate change," *Washington Quarterly* 31, no. 1 (2008): 115-138.

Recommended Reading

Brown, Oli, Anne Hammill, and Robert McLeman. "Climate change as the 'new'security threat: implications for Africa." *International Affairs* 83, no. 6 (2007): 1141-1154.

Baechler, Günther. "Why environmental transformation causes violence: A synthesis." *Environmental change and security project report* 4, no. 1 (1998): 24-44.

Salehyan, Idean. "From climate change to conflict? No consensus yet." *Journal of Peace Research* 45, no. 3 (2008): 315-326.

Week 12: International Regimes and Insecurity

In this module we will explore the rise of international regimes and the impact on security. 'Institutional peace' suggests that regions can harmonise interests and resolve disputes through institutions. Imitating the Western model, other parts of the world are also developing regional institutions to harmonise interests and seek collective influence in the world. Regional and global institutions can develop predictability and manage international security issues. Others view

institutions as alliances and argue that regional institutions will merely result in fewer, more powerful and less compatible entities of power confronting each other.

Seminar

Debate: How does the United Nations try to maintain international security? Has it been successful? Do regional institutions manage security or elevate competition and conflict to a higher level? What are the key contributions and main shortcomings of regional institutions?

Case Study: ASEAN

Compulsory Reading

Fawcett, Louise, Regional Institutions, in *Security studies: an introduction (Second edition.)*, Williams, Paul D (ed.). Routledge, 2013, pp: 355-373.

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

Recommended Reading

Barnett, Michael, and Martha Finnemore. *Rules for the world: International organizations in global politics*. Cornell University Press, 2004.

Pevehouse, Jon, and Bruce Russett. "Democratic international governmental organizations promote peace." *International Organization* 60, no. 04 (2006): 969-1000.

Keohane, Robert O., and Lisa L. Martin. "The promise of institutionalist theory." *International security* 20, no. 1 (1995): 39-51.

Walt, Stephen M. "Alliance formation and the balance of world power." *International security* 9, no. 4 (1985): 3-43.

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.

Week 13: Conclusion: Future Development and Insecurity

Where is the world moving and what will be the insecurities of tomorrow? Will the main development occur in the area of democratisation, economy or military technology? Will development imply more global governance and limited sovereignty, and how will this impact security? Will human security, energy security, societal security and environmental security be improved or deteriorate? What evidence are we selecting and applying, and what are the theoretical assumptions for our assessment?

Compulsory Reading

Stuart Croft, "What Future for Security Studies?" in Paul D. Williams, (ed.), *Security Studies: An Introduction*, (London: Routledge, 2013), 568-580.

Recommended Reading

Browning, Christopher S., and Matt McDonald. "The future of critical security studies: Ethics and the politics of security." *European Journal of International Relations* 19, no. 2 (2013): 235-255.

Santini, Ruth Hanau, Sonia Lucarelli, and Marco Pinfari. "Interregionalism: A Security Studies Perspective." In *Intersecting Interregionalism*, pp. 71-88. Springer Netherlands, 2014.

Ditrych, Ondrej. "Security community: A future for a troubled concept?." *International Relations* 28, no. 3 (2014): 350-366.

Blagden, David. "Global multipolarity, European security and implications for UK grand strategy: back to the future, once again." *International Affairs* 91, no. 2 (2015): 333-350.

Rasmussen, Mikkel V., *The Risk Society at War: Terror, Technology and Strategy in the Twenty-First Century*, (Cambridge: Cambridge University Press, 2006).

Kaldor, Mary. *New wars and old wars: Organized violence in a global era*, Cambridge, Stanford University Press, (2001).

Singer, P. W., *Corporate Warriors: The Rise of the Privatized Military Industry*, (Ithaca, NY: Cornell University Press, 2003).

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:

Learning outcome

- Identify key state functions which contribute to national and human security.

Assessment tasks

- Introductory 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

- Identify key state functions which contribute to national and human security.

- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory Essay

- Major Essay

- Exam

- 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

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory 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

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory 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

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.

Assessment tasks

- Introductory 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 outcomes

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory 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

- Apply theories about the causes of conflict to case studies.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory 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 outcomes

- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Identify key state functions which contribute to national and human security.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Assessment tasks

- Introductory Essay
- Major Essay
- Exam
- Participation

Changes since First Published

Date	Description
09/02/2016	.
11/01/2016	For approval by HoD.