



PICT313

Strategies of Political Violence

S2 Day 2016

Dept of Policing, Intelligence & Counter-Terrorism

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

48cp including 24cp from PICT units

Corequisites

Co-badged status

Unit description

Political violence is a key security challenge in the twenty first century. This unit examines the strategies of coercion which underpin the use of political violence. It uses key concepts from strategic, diplomacy and negotiation studies to explore the logic and intentions of violent political actors. It then examines the effects, both intended and unintended, of political violence. The unit uses examples from campaigns of political violence perpetrated by states and other actors and evaluates the responses of targets to strategies of violent coercion. The unit uses a range of Western and non-Western perspectives to explore the complexity of contemporary terrorism and political violence.

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:

Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.

Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.

Demonstrate the ability to apply theory and concepts to case studies, as well as

independently collect one's own empirical evidence and data.

Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly. Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Assessment Tasks

Name	Weighting	Due
<u>Engagement</u>	25%	Ongoing
<u>Research Essay Proposal</u>	25%	Week 6
<u>Final Research Project</u>	50%	Week 13

Engagement

Due: **Ongoing**

Weighting: **25%**

Ongoing assessment. For internal students, attendance and engagement in a one-hour lecture and one-hour tutorial each week is expected. For external students, the participation in a minimum of 11 online forums is required. Engagement involves demonstrating critical thinking and understanding of the required readings, as well as demonstrated ability to address the focus questions with regards to all unit materials (readings, and pre-recorded lectures and seminars).

Engagement in seminar activities must be completed by the end of the week (for example, if the week begins on Monday 1 August, the week ends on the following Sunday 7 August). Participation will not be counted beyond the allocated timeframe. Grades are dependent on such criteria (but not limited to) the quality of the engagement with the text and any supplementary course materials, new lines of inquiry posed, and engagement with peers and the convener.

On successful completion you will be able to:

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.

- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Research Essay Proposal

Due: **Week 6**

Weighting: **25%**

Proposal of research essay question, and outline of research significance for theory and practice. Outline research argument as well as possible counter-arguments and how you will deal with them, outline of essay structure, and preliminary research findings demonstrating research from theoretical sources and empirical evidence.

On successful completion you will be able to:

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.
- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Final Research Project

Due: **Week 13**

Weighting: **50%**

Completion of final research project, demonstrating original thought and research, and proactive communication with the convener and tutor.

On successful completion you will be able to:

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.
- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

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

Week 1	Political violence
Week 2	Who has the legitimate use of force: The state or non-state actors?
Week 3	Contentious politics <i>People Power Revolution-Philippines; Iranian Revolution</i>
Week 4	State sponsored and communal violence <i>Maluku sectarian violence-Indonesia; Syria Civil War</i>
Week 5	Political subversion and propaganda <i>The Korean Peninsula; Russia</i>
Week 6	Intelligence and categorizing <i>British India; Nazi Germany</i>
Week 7	Coercion <i>Saudi Arabia; Venezuela</i>
Week 8	Co-optation and undercutting <i>Border Guard Forces-Burma; CCP policies-China</i>
Week 9	Extrajudicial killing <i>'Men in white vans'-Sri Lanka; Death squads-Colombia</i>
Week 10	Torture and kidnapping <i>Cartels and the State-Mexico; Boko Haram-Nigeria</i>
Week 11	Sexual violence <i>Bosnian War; Democratic Republic of Congo</i>
Week 12	Genocide <i>Armenian Genocide-Turkey; Tutsi Genocide-Rwanda</i>
Week 13	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

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 outcomes

- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

Assessment tasks

- Engagement
- Research Essay Proposal
- Final Research Project

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

- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Assessment tasks

- Engagement
- Research Essay Proposal

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

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Assessment tasks

- Engagement
- Research Essay Proposal
- Final Research Project

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

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.

Assessment tasks

- Research Essay Proposal
- Final Research Project

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

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and

relevance, synthesise materials, and present findings logically, rationally and lucidly.

Assessment tasks

- Research Essay Proposal
- Final Research Project

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

- Evaluate the contributing theoretical and practical approaches to understanding the strategies of political violence, including the relationship to their history and context.
- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
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- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Assessment tasks

- Research Essay Proposal
- Final Research Project

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

- Explain key concepts and debates that are an integral part of the legitimacy and the monopolies of the political use of force by state and non-state actors.
- Demonstrate the ability to apply theory and concepts to case studies, as well as independently collect one's own empirical evidence and data.
- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

Assessment tasks

- Engagement
- Research Essay Proposal
- Final Research Project

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 outcome

- Engage consistently with the unit through proactive communication with peers and the convener, and demonstrate professional conduct in all class activities and in the submission of assessments.

Assessment tasks

- Engagement
- Final Research Project

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:

Assessment task

- Engagement