



# PICT112

## Strategy and Security in the Indo-Pacific

S2 External 2017

*Department of Security Studies and Criminology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit exposes students to the key strategic trends in the Indo-Pacific region. It looks at the rise of China and India as emerging regional great powers, and the response by other major players, including the United States and Japan. It introduces students with the most pressing traditional and non-traditional security challenges facing the region today. It also provides students with the conceptual and empirical understanding of Australia's role, interests and instruments in regional security and stability. The unit also introduces students to the diverse non-traditional challenges influencing Indo- The unit concludes with an assessment of the sources and consequences of key regional actors that influence security and prosperity in the twenty-first century.

## 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:

Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.

Identify key actors in the Indo-Pacific region, and understand their interests and strategies.

Identify and explain potential flash points for regional conflict and insecurity.

Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.

Describe Australia's position and its security concerns in relation to the Indo-Pacific

region.

Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Tutorials/Forums</a>	10%	No	Ongoing
<a href="#">Country Brief: Weaknesses</a>	15%	No	Week 4
<a href="#">Country Brief: Strengths</a>	15%	No	Week 7
<a href="#">Simulation</a>	20%	No	Week 9 and 10
<a href="#">Essay</a>	40%	No	Week 12

### Tutorials/Forums

Due: **Ongoing**

Weighting: **10%**

Internal: active participation in weekly tutorials.

External: active participation in weekly discussion forums.

Please note that each forum will be open only during the relevant week and that participation will not be counted outside the given time frame.

On successful completion you will be able to:

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- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Identify and explain potential flash points for regional conflict and insecurity.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- Describe Australia's position and its security concerns in relation to the Indo-Pacific region.
- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Country Brief: Weaknesses

Due: **Week 4**

Weighting: **15%**

You are to choose **one** of the three actors studied between Week 2 and Week 4 (the United State, China or Japan) and write a 700-word country brief that identifies and explain its main weakness.

On successful completion you will be able to:

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Country Brief: Strengths

Due: **Week 7**

Weighting: **15%**

You are to choose **one** of the three actors studied between Week 5 and Week 7 (India, Australia or ASEAN) and write a 700-word country brief that identifies and explain its main strength.

On successful completion you will be able to:

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- Describe Australia's position and its security concerns in relation to the Indo-Pacific region.
- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Simulation

Due: **Week 9 and 10**

Weighting: **20%**

On week 9 and 10, each tutorial group will be divided into six teams representing the six actors

studied in the first half of the semester (the United State, China, Japan, India, Australia, ASEAN). You will be part of one team and be presented with a scenario to play with/against the other teams.

You will be assessed as follows:

- a. active participation in the two rounds of negotiation: 10% (group).
- b. participation in forums dedicated to the simulation: 5%. You will need to make one post of 250 words on your team forum (individual).
- c. peer grading: 5%. Your teammates will assess your contribution to the team during the simulation. Average of the grade proposed by the other members of your team (individual).

**You are assessed based on your active participation and not on your performance in the simulation.**

On successful completion you will be able to:

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Identify and explain potential flash points for regional conflict and insecurity.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.

## Essay

Due: **Week 12**

Weighting: **40%**

The topic for the essay will be posted on Ilearn on week 10.

On successful completion you will be able to:

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify and explain potential flash points for regional conflict and insecurity.

## Delivery and Resources

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, participating in iLearn discussion forums 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.
- Information about IT used at Macquarie University is available at [http://students.mq.edu.au/it\\_services/](http://students.mq.edu.au/it_services/)

## 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 is subject to the university's Disruptions Policy. Extensions will not in normal circumstances be granted by unit conveners or tutors, but must be lodged through Disruption to Study: [http://www.students.mq.edu.au/student\\_admin/](http://www.students.mq.edu.au/student_admin/)

manage\_your\_study\_program/disruption\_to\_studies/.

## 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: <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>
- In accordance with the Grade Appeal Policy, individual works are not subject to regrading.

## STAFF AVAILABILITY

- Department staff will endeavour to answer student enquiries in a timely manner. However, emails or iLearn messages will not usually be answered over the weekend or public holiday period.
- Students are encouraged to read the Unit Guide and look at instructions posted on the iLearn site before sending email requests to staff.

## Unit Schedule

Module 1: Introduction

Module 2: Will China dominate the Indo-Pacific region?

Module 3: The role of the United States.

Module 4: Japan: potential or actual great power?

Module 5: Is India (really) rising?

Module 6: Australia's strategic options.

Module 7: Is ASEAN irrelevant?

Module 8: War over rocks: Flashpoints in East Asian Seas.

Module 9: Sea Lines of Communication.

Module 10: Will China invade Taiwan?

Module 11: Border conflicts: Matches and powder kegs.

Module 12: Armageddon ahead? Nuclear weapons in the Indo-Pacific region.

Module 13: Great Power relations: Cooperation, Competition or Confrontation?

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>



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:

### **Assessment task**

- Simulation

## **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**

- Tutorials/Forums

## **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**

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Identify and explain potential flash points for regional conflict and insecurity.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- Describe Australia's position and its security concerns in relation to the Indo-Pacific region.
- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Assessment tasks

- Tutorials/Forums
- Country Brief: Weaknesses
- Country Brief: Strengths
- Simulation
- Essay

## 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

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify key actors in the Indo-Pacific region, and understand their interests and strategies.
- Identify and explain potential flash points for regional conflict and insecurity.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- Describe Australia's position and its security concerns in relation to the Indo-Pacific region.
- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

## Assessment tasks

- Tutorials/Forums
- Country Brief: Weaknesses
- Country Brief: Strengths
- Simulation
- Essay

## 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**

- Understand the key security challenges and drivers of insecurity in the contemporary Indo-Pacific region.
- Identify and explain potential flash points for regional conflict and insecurity.

## **Assessment tasks**

- Tutorials/Forums
- Country Brief: Weaknesses
- Country Brief: Strengths
- Simulation
- Essay

## **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**

- Identify and explain potential flash points for regional conflict and insecurity.
- Explain the role of regional states and intergovernmental organisations in maintaining Indo-Pacific security.
- Describe Australia's position and its security concerns in relation to the Indo-Pacific region.

## **Assessment tasks**

- Tutorials/Forums
- Country Brief: Weaknesses
- Country Brief: Strengths
- Simulation
- Essay

## 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

- Contrast Australian regional security interests with the interests of other Indo-Pacific states.

### Assessment tasks

- Tutorials/Forums
- Country Brief: Weaknesses
- Country Brief: Strengths
- Simulation

## Overview of the changes to PICT112

This unit has been redesigned for 2017. The unit will broadly address the same set of regional issues as in the past but in a different order and from a slightly different perspective.