



IRPG831

International Security

S2 Day 2018

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Coordinator

Nicholas Bromfield

nicholas.bromfield@mq.edu.au

Contact via Email, as above

Level 2, Hearing Hub

By appointment

Credit points

4

Prerequisites

Admission to MIntRel or PGDipIntRel or GradDipIntRel or MIntCommMIntRel or MIntBusMIntRel or MIntRelMIntTrdeComLaw or MTransInterMIntRel or MDevCult or GradCertIntRel or MSecStrategicStud or MCrim or MIntell or MCTerrorism or MIntPubDip or MPPPMIntRel

Corequisites

Co-badged status

Unit description

This unit introduces students to traditional security studies as well as non-traditional approaches which have sought to deepen and broaden our understanding of what 'security' means. We consider threats to the state including attempts to control the spread of nuclear weapons, the adequacy of strategic concepts such as deterrence to the new security threats posed by international terrorism and rogue states, and the challenge of irregular warfare. We then consider broader conceptions of security, including the idea of societal security (ethno-national conflicts, UN peacekeeping and peace-building) and human security (resource scarcity, climate change, and pandemics such as HIV/AIDs).

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:

The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.

The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.

The capacity to apply theoretical concepts to analyse contemporary security issues.

The capacity to formulate and defend policy recommendations on important contemporary international security issues.

An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.

The ability to work collaboratively with ones peers on common projects.

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – 2 marks out of a total of 100 will be deducted per day for assignments submitted after the due date including weekend days – and (b) no assignment will be accepted more than seven days (incl. weekends) after the original submission deadline.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	15%	No	Ongoing
<u>Role Play 1 - traditional</u>	15%	No	Week 8
<u>Role Play 2 - non-traditional</u>	15%	No	Week 11
<u>Literature Review</u>	15%	No	Monday September 3 by 5pm AEST
<u>Major Essay</u>	40%	Yes	Monday 12 Nov by 5pm AEST.

Participation

Due: **Ongoing**

Weighting: **15%**

Attendance and participation is a requirement of this unit. This assessment has two major components:

1. Attendance in class. You are required to attend at least 10/12 classes. This is a pass/fail assessment and is worth 5%.
2. Participation in class. You are required to come to class prepared and to participate

genuinely in class discussions and activities. This is a gradable assessment and is worth 10%

Grade

Assessment Criteria

Absent/Non-Satisfactory

- Absent without valid, documented reason.
- Is dismissive/rude/abusive towards other students.
- Dominates/interrupts discussion and group exercises even after multiple requests to allow others to participate.

Pass

- Present, not disruptive.
- Attempts to respond when called upon but minimal contribution to class learning.
- Demonstrates little preparation for class or evidence of analysis of readings and issues.
- Demonstrates very infrequent involvement in discussion and group exercises.

Credit

- Demonstrates adequate preparation: knows the fundamentals of the case or readings, with some evidence of trying to interpret or analyse them.
- Offers straightforward information (e.g., straight from the case or reading), without, or very infrequent, elaboration (perhaps once a class).
- Demonstrates sporadic involvement in discussion and group exercises.

Distinction

- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
- Offers interpretations and analysis of case material (more than just facts) to class.
- Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
- Demonstrates consistent ongoing involvement in discussion and group exercises, whilst being respectful of fellow students' right to participate.

High Distinction

- Demonstrates excellent preparation: has analysed case exceptionally well, relating it to readings and other material (e.g., lectures, readings from other weeks, additional

relevant research or knowledge etc.).

- Offers analysis, synthesis, evaluation of case material and critical thought, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
- Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative or critical ways of approaching material and helps class analyse which approaches are appropriate, etc.
- Demonstrates ongoing very active involvement in discussion and group exercises, whilst being respectful of fellow students' right to participate.

Adapted from: Martha L. Maznevski (1996) *Grading Class Participation* available Online:

http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm

On successful completion you will be able to:

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.

Role Play 1 - traditional

Due: **Week 8**

Weighting: **15%**

Role play 1 will take place in week 8. You will assigned group members *after* the HECS census date, but general research and reading on the case study should begin ASAP. A hypothetical scenario based upon a traditional security threat will be posted well beforehand to frame the role play. The task will consist of three graded components:

1. iLearn post (5%): a 200 word post to the groups set up for the task, describing what *you individually* think would be the best option. Label this post "to be graded". This needs to be posted *one week before the task* ie *week 7*. You are encouraged to then continue the discussion regarding your course of action with your group members. This discussion will not be graded, so it is important to clearly label your *graded post*.
2. In-class participation (5%): The scenario will play out in class. This will consist of:
 - A brief presentation (around 5 minutes) of your group's initial response to the scenario.

- 15 minutes or so group interaction, where you can talk with other groups and negotiate.
 - 5 minutes in groups to formulate a new position.
 - Another brief presentation to class regarding your new group positions post-discussion and negotiation.
 - A group discussion to see if a resolution to the scenario can be found.
 - Reflection - what have we learnt?
3. Peer Assessment (5%): an individual rating of each of your fellow group members, out of 5. To be emailed to Dr Bromfield no later than CoB the following Monday. An average of the ratings will be taken as the grade.

Assessment Criteria

1. Quality of iLearn post, including scholarly and contextually appropriate rationale (5%).
2. Quality of active participation in the in-class scenario (5%).
3. Average of peer grade (5%).

On successful completion you will be able to:

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.
- The ability to work collaboratively with ones peers on common projects.

Role Play 2 - non-traditional

Due: **Week 11**

Weighting: **15%**

Role play 2 will take place in week 11. Your assigned group members and scenario actor will roll-over from the first role play, but general research and reading on the case study should continue after week 8. A new hypothetical scenario, based upon a non-traditional security threat, will be posted well beforehand to frame the role play. The task will again consist of three graded

components:

1. iLearn post (5%): a 200 word post to the groups set up for the task, describing what *you individually* think would be the best option. Label this post "to be graded". This needs to be posted *one week before the task* ie *week 10*. You are encouraged to then continue the discussion regarding your course of action with your group members. This discussion will not be graded, so it is important to clearly label your *graded post*.
2. In-class participation (5%): The scenario will play out in class. This will consist of:
 - A brief presentation (around 5 minutes) of your group's initial response to the scenario.
 - 15 minutes or so group interaction, where you can talk with other groups and negotiate.
 - 5 minutes in groups to formulate a new position.
 - Another brief presentation to class regarding your new group positions post-discussion and negotiation.
 - A group discussion to see if a resolution to the scenario can be found.
 - Reflection - what have we learnt?
3. Peer Assessment (5%): an individual rating of each of your fellow group members, out of 5. To be emailed to Dr Bromfield no later than CoB the following Monday. An average of the ratings will be taken as the grade.

Assessment Criteria

1. Quality of iLearn post, including scholarly and contextually appropriate rationale (5%).
2. Quality of active participation in the in-class scenario (5%).
3. Average of peer grade (5%).

On successful completion you will be able to:

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive,

coherent, and critical arguments.

- The ability to work collaboratively with ones peers on common projects.

Literature Review

Due: **Monday September 3 by 5pm AEST**

Weighting: **15%**

Word Length: 1000-1200 words.

This first assessment is a *formative assessment* - a preparatory assignment for the major essay. It requires three major components:

1. A review of the literature on the theory to your essay question (approx. 500 words).
2. A review of the scholarly and secondary literature on essay question (approx. 500 words).
3. A brief statement of your approach to the essay question and justifying that rationale (approx. 200 words).

Word limit: 1000-1200 words. N.B. The reference list and title page will be excluded from the word count. Everything else, including sub-headings, references, quotes, tables/data, footnotes etc., will be included in the final count. Please do not write less or more than the set word ranges – penalties will be applied for those who do not follow these instructions.

N.B. *This assignment is not a plan for your essay.* Essays that fail to do the above and waste time setting out the precise detail of their essays or rehearsing their arguments for the essay, will grade poorly, or even fail.

A literature review requires a comprehensive survey on what has been written on a topic. You should set out what has been written on your essay question, including what the major debates, controversies, schools of thought, and data that exist are. Further, you are required to explain the rationale behind your approach to the essay question in the final section. What theory/typology will you adopt and why? What evidence will you need and why? Your selection of cases will play an important role here and needs to be explained too.

Since this is a review of the literature, *you are required to find and cite a minimum of 15 peer-reviewed and scholarly sources. At least 10 sources must be found independently, and cannot be set readings.* Reports and research from governments, international organisations, NGOs, think tanks etc, or media reports from reputable sources will in all likelihood be required and may be appropriately included and cited too (especially in section 2 on the case study), *but will not count towards the 15 peer-reviewed and scholarly sources.*

Assessment Criteria

1. Quality of research and meeting of requirements.
2. Quality of review of theory.
3. Quality of review of case study.

4. Quality of rationale.
5. Quality of expression, structuring, and referencing.

On successful completion you will be able to:

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.

Major Essay

Due: **Monday 12 Nov by 5pm AEST.**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Word Length: 2000-2500 words.

The major essay is a *summative assessment* - the culmination of the preparatory work conducted in the first assessment and your further research. You should have acted on the feedback and advice given in your previous assessment and discussions and further engaged with research on your topic.

The essay has one major component:

1. Answer your essay question in an essay format.

This assignment has three minor components:

1. State your thesis, and clearly signal your argument, in your introduction (approx. 250 words).
2. Provide a brief literature review and justification of your focus immediately after the introduction (approx. 300 words).
3. Use the remainder of your essay to skilfully and persuasively mount your argument, employing the theories/concepts/typologies that you have identified.

Word limit: 2000-2500 words. N.B. The reference list and title page will be excluded from the word count. Everything else, including sub-headings, references, quotes, tables/data, footnotes

etc., will be included in the final count. Please do not write less or more than the set word ranges – penalties will be applied for those who do not follow these instructions.

Like the first assessment, *you are required to find and cite at least 15 peer-reviewed and scholarly sources, 10 of which must be found independently, and cannot be from the set readings*. Further secondary literature from reputable government, international organisation, NGO, media, etc. sources will also be required, *but will not count towards the 15 peer-reviewed materials*.

Further guidance on the structure of the assessments will be provided well-beforehand in an essay writing workshop and will be hosted on iLearn.

Assessment Criteria

1. Quality of research and meeting of requirements.
2. Quality of argumentation.
3. Quality of expression, structuring, and referencing, and meeting of requirements.

On successful completion you will be able to:

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.

Delivery and Resources

Unit Requirements and Expectations

- You should spend an average of at least 12 hours per week on this unit. This includes attendance at lectures and tutorials and reading weekly required readings detailed in iLearn.

Required readings

- Required readings are available via Leganto.

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.

- The unit can only be accessed by enrolled students online through <http://ilearn.mq.edu.au>

Submitting Assessment Tasks

- All assessment tasks are to be submitted, marked and returned electronically.
- Assessment tasks must be submitted as a MS word document by the due date.
- All assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process on ilearn.
- Assessment tasks must be submitted with an assessment coversheet incorporating a plagiarism declaration. This can be done online in the process of submitting written work online on the ilearn site.

Unit Schedule

Weekly Topics

Week 1 - What is security?

Week 2 - The status-quo?: an introduction to theories of realism and liberalism.

Week 3 - The critics: theories of constructivism and critical approaches.

Week 4 - Why war?: conventional and asymmetric war.

Week 5 - The big bang - nuclear proliferation.

Week 6 - All about oil?: energy security and the scramble for resources.

Week 7 - The persistence of nationalism, secession, and ethnic/religious conflict.

Week 8 - Global terror, local consequences.

Week 9 - Never again?: human security and R2P.

Week 10 - Hot under the collar: climate change and environmental security

Week 11 - Closed borders: the securitisation of migration.

Week 12 - Study week: no classes

Week 13 - The dimensions of security in review and final essay preparation.

NB: more information regarding the weekly topics and readings can be found on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Participation
- Role Play 1 - traditional
- Role Play 2 - non-traditional
- Literature Review
- Major Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Participation
- Role Play 1 - traditional
- Role Play 2 - non-traditional
- Literature Review
- Major Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Participation
- Role Play 1 - traditional
- Role Play 2 - non-traditional
- Literature Review
- Major Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- The ability to explain and differentiate between both traditional and non-traditional theoretical approaches to international security.
- The ability to independently analyse and critically evaluate the assumptions, arguments and concepts that underlie both traditional and non-traditional theoretical approaches to international security.
- The capacity to apply theoretical concepts to analyse contemporary security issues.
- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Participation
- Role Play 1 - traditional
- Role Play 2 - non-traditional
- Literature Review
- Major Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- An ability to communicate effectively in written work. This involves being able to identify and and organise relevant knowledge in the field and to be able to formulate persuasive, coherent, and critical arguments.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Role Play 1 - traditional
- Role Play 2 - non-traditional
- Literature Review
- Major Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- The capacity to formulate and defend policy recommendations on important contemporary international security issues.
- The ability to work collaboratively with ones peers on common projects.

Assessment tasks

- Role Play 1 - traditional
- Role Play 2 - non-traditional