



# PICT110

## Introduction to Security Studies

S1 External 2018

*Department of Security Studies and Criminology*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Sheryn Lee

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces students to security studies and contemporary security challenges. Using real-world examples, it provides students with the theoretical and conceptual knowledge to analyse security, instability and armed conflict in the modern international system. It addresses the role of the international system, states and leaders in complex conflict scenarios and teaches students to critically assess the relative importance of each. The unit covers a variety of pressing security issues, including interstate and intrastate war, coercive use of military power, alliances, nuclear weapons, humanitarian intervention, terrorism and counterinsurgency. It also examines how these threats and challenges can be managed. The unit provides an introduction to the field of security studies.

## 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 key concepts, issues and debates in the security studies discipline.

Understand key theories, approaches and methods used to analyse security studies issues.

Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.

Identify key stakeholders, actors and structures in the field of security studies.

Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

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	Hurdle	Due
<a href="#">Engagement</a>	20%	Yes	Ongoing
<a href="#">Opinion-editorial</a>	20%	No	Week 6
<a href="#">Research Proposal</a>	20%	No	Week 8
<a href="#">Research Essay</a>	40%	No	Week 13

### Engagement

Due: **Ongoing**

Weighting: **20%**

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

Ongoing assessment. Hurdle assessment.

For internal students, attendance and engagement in a one-hour lecture and one-hour tutorial each week (11/13 sessions) is expected.

For external and OUA students, the participation in a minimum of 11/13 online forums is required (minimum 250 words, maximum 500 words). Engagement involves reflective thinking on the focus questions, 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 26 February, the week ends on the following Sunday 4 March).

Participation will not be counted beyond the allocated timeframe. If you are unable to participate during a set time, and do not wish this to affect your engagement grade, such requests must be put through "Special Consideration."

Please refer to the marking rubric.

On successful completion you will be able to:

- Understand key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.

- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
- Identify key stakeholders, actors and structures in the field of security studies.
- 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.

## Opinion-editorial

Due: **Week 6**

Weighting: **20%**

Due Week 6, Friday 6 April 2018, 5pm. Students are to write an 600-word op-ed based on the questions listed from Weeks 2-13. The op-ed question must be different to the essay proposal/ final essay assessment. Students are asked to imitate the style of an *Economist* op-ed e.g. <https://www.economist.com/news/leaders/21726696-u-turns-self-regard-and-equivocation-are-not-what-it-takes-donald-trump-has-no-grasp-what-it>. The word count includes by-lines but not the headline. Graphics are not necessary.

This assessment is designed to equip students with the ability to advance a logical argument. They will receive detailed feedback on writing style and structure in order to proceed to their essay proposals and final essays.

This assessment is designed to introduce students to research ethics – that is, the importance of original academic writing when it comes to analysis. Therefore, no in-text references or footnotes are required, only a bibliography.

Please refer to the marking rubric.

On successful completion you will be able to:

- Understand key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify key stakeholders, actors and structures in the field of security studies.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## Research Proposal

Due: **Week 8**

Weighting: **20%**

Due Week 8, Friday 4 May 2018, 5pm. Students are to write an 800-word proposal for their intended research essay based on the questions listed from Weeks 2-13. The question for the proposal and final essay must be the same, however, it must be different to the op-ed.

This includes providing a clear answer to the question, an outline of the essay structure, and understanding the significance of the question for policy. Students should also be able to identify possible counter-arguments and how you will deal with them, and preliminary research findings demonstrating investigation of theoretical sources and empirical evidence. Students will be provided with detailed feedback from their essay proposals as to how they can progress to their research essays.

Please refer to the marking rubric.

On successful completion you will be able to:

- Understand key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify key stakeholders, actors and structures in the field of security studies.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## Research Essay

Due: **Week 13**

Weighting: **40%**

Due Week 13, Friday 8 June 2018, 5pm. Completion of a 2500-word major essay, demonstrating original thought and research, and understanding of the core themes and the learning outcomes of the unit. The research essay must be the same question as the proposal.

Please refer to the marking rubric.

On successful completion you will be able to:

- Understand key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
- Identify key stakeholders, actors and structures in the field of security studies.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## 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 Special Consideration Policy. Extensions will not be granted by unit conveners or tutors, but must be lodged through Special Consideration: <https://students.mq.edu.au/study/my-study-program/special-consideration>

## LATE SUBMISSION OF ASSESSMENT TASKS

Unless a Special Consideration request has been submitted and approved, (a) **a penalty for lateness will apply** – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) **no assignment will be accepted seven (7) days (incl. weekends) after the original submission deadline**. No late submissions will be accepted for

timed assessments – e.g. quizzes, online tests.

#### 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

Week	Date (Monday, 12-1pm)	Topic	Lecturer
	21WW MACTH		
1	26 February 2018	Introduction to Security and Strategic Studies	Sheryn Lee
Geopolitics and Geostrategy			

2	5 March 2018	Is the ANZUS alliance too costly for Australia? Examining the Australia-US alliance and power shifts in Asia	Ben Schreer
3	12 March 2018	Is Australia's strategic environment uncertain and dangerous?	Andrew Tan
4	19 March 2018	What does China want and will there be war with the United States?	Bates Gill
<b>Intelligence and Homeland Security</b>			
5	26 March 2018	Is there still a need for human intelligence?	Fred Smith
6	2 April 2018 <i>**Easter Monday – pre-recorded lecture but no tutorials**</i>	How do we secure Australia's borders?	Dalbir Ahlawat
7	9 April 2018	Does intervening in conflicts abroad make us safer at home? Issues of foreign intervention in civil wars	Adam Lockyer
<i>**Mid-semester break (14-29 April 2017)**</i>			
<b>Terrorism, Counter-Terrorism and Resilience</b>			
8	30 April 2018	Can we win against terrorism?	Julian Droogan
9	7 May 2018	What can we do when governments persist in killing their own people? International human rights standards and mechanisms	Mike Smith
10	14 May 2018	How do we make critical national infrastructure more resilient?	Layla Branicki
11	21 May 2018	Does counter-radicalisation work?	Lise Waldek
<b>The Future of War and Conflict</b>			
12	28 May 2018	How serious are cyber-security threats?	Stephen McCombie
13	4 June 2018	Does the nature of war ever change?	Tom Waldman

## 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](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning 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
- Opinion-editorial

### 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 stakeholders, actors and structures in the field of security studies.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.
- 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 task**

- Engagement

## **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**

- Understand key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.
- 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
- Opinion-editorial
- Research Proposal
- Research Essay

## **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 key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## **Assessment tasks**

- Opinion-editorial
- Research Proposal
- Research 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 key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.

## **Assessment tasks**

- Opinion-editorial
- Research Proposal
- Research 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 key concepts, issues and debates in the security studies discipline.
- Understand key theories, approaches and methods used to analyse security studies issues.
- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
- Identify key stakeholders, actors and structures in the field of security studies.

## **Assessment tasks**

- Research Proposal
- Research 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 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
- Opinion-editorial
- Research 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 outcomes**

- Identify key stakeholders, actors and structures in the field of security studies.
- 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
- Opinion-editorial
- Research Essay

## **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 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 task**

- Engagement

## **Unit Resources**

### **Lectures**

Each week showcases a theme from our Bachelors of Security Studies program. Our intention is to introduce students to our academic staff and the broad expertise and experience of our department. As each week is a unique guest lecture, we expect all students to attend, engage and participate. Therefore, attendance will be recorded through the Echo ALP system.

Therefore, the last 10-15 minutes of each tutorial prior to the next week's lecture will be dedicated to preparing questions for the guest lecturer. This will familiarise students with how to prepare questions, and proactive communication with lecturers.

### **Tutorials**

All students are expected to come prepared to tutorials having attended or listened to the lecture, and read all the required readings. This basic assumption of knowledge will form the foundation for discussion. The structure will be as follows:

1. Discussion on lecture content and required readings (20min)
2. Academic skills session (20min)
3. Preparing questions for next week's guest lecturer (10-15min)

## Readings

Weekly readings are available from the Library's Leganto platform, and each week's readings are specified on the iLearn.

## Assessments

Please use the resources on the site, the required and recommended readings are there for a reason and should be the base from which you start your research. For further guidance, please always refer to the marking rubrics to see how we mark and what is necessary for to be put in each paper.

All word limits include references (either in-text citations or footnotes), and all referencing must use a consistent style. For referencing guidelines please see the library site: <http://libguides.mq.edu.au/Referencing>. With regard to referencing, I do not mind any particular style as long as it is consistent (Chicago, APA, Harvard, Oxford, MLA are the main ones, and please refer to the library guides).

All references (footnotes or in-text references) are included in the word count, but bibliographies are not. There are no set limits on how many references are needed, however as a general guidelines I follow the 10% rule i.e. if a paper is 1500-words, than it usually has a 150-word count for its footnotes; if a paper is 3000-words, than it usually has a 300-word count for its footnotes. The word count has a +/-10% leeway.

## Changes since First Published

Date	Description
14/02/2018	Changes to Assessments
13/02/2018	Changes to Unit Resources
25/01/2018	Change to Unit Schedule