



# PICT110

## Introduction to Security Studies

S1 Day 2019

*Department of Security Studies and Criminology*

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## General Information

Unit convenor and teaching staff
Convenor
Roger Huang
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Credit points
3
Prerequisites
Corequisites
Co-badged status
Unit description
<p>This unit is an introduction to the field of security studies and contemporary security debates. Using real-world examples, it provides students with the theoretical knowledge and analytical skills to understand security, armed conflict and threats in the modern international system. It addresses the different approaches to understanding security based on the key questions: whose security, security from what, and how to secure? The unit covers a range of pressing security issues, Australian security and defence policy, strategic studies, intelligence, cyber-security and terrorism.</p>

## 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.

## General Assessment Information

All assessments other than presentation/participation should be submitted via Turnitin. All works submitted should be in word document format. Deadlines are based on Australian Eastern Standard Time (AEST). All extension requests must be submitted through Special Consideration.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Engagement</u>	20%	No	Ongoing
<u>Opinion-editorial</u>	20%	No	07/04/2019
<u>Literature Review</u>	20%	No	05/05/2019
<u>Research Essay</u>	40%	No	09/06/2019

## Engagement

Due: **Ongoing**

Weighting: **20%**

Ongoing 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 25 February, the week ends on the following Sunday 3 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."

On successful completion you will be able to:

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- 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: **07/04/2019**

Weighting: **20%**

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.

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- 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.

## Literature Review

Due: **05/05/2019**

Weighting: **20%**

Due Week 8, Sunday 5 May 2019, 5pm. Students are to write an 800-word literature review on

selected required readings (list to be found in the Unit iLearn page).

This assessment is designed to introduce students to research skills and methods. Students will be provided with detailed feedback from their op-eds and literature reviews as to how they can progress to their research essays.

On successful completion you will be able to:

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- Identify traditional and non-traditional security studies issues, and evaluate contemporary debate regarding these issues.
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- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## Research Essay

Due: **09/06/2019**

Weighting: **40%**

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 a different question from the op-ed. All questions can be found in the Unit's iLearn page.

The research essay must provide a clear answer to the question, an outline of the essay structure, and understanding the significance of the question for theory and policy. Students should also be able to deal with counter-arguments and the research findings should demonstrate investigation of theoretical sources and empirical evidence.

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- 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.

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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)



If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 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

- Engagement
- Opinion-editorial
- Literature Review
- Research Essay

### 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 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

- Engagement
- Opinion-editorial
- Literature Review
- Research Essay

## 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
- Literature Review
- 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.
- 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.

### Assessment tasks

- Engagement
- Opinion-editorial
- Literature Review
- 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.
- Model basic academic skills, in particular, constructing a clear, original and analytic argument, and independent research, reading and writing skills.

## **Assessment tasks**

- Engagement
- Opinion-editorial
- Literature Review
- 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.
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## **Assessment tasks**

- Engagement
- Opinion-editorial
- Literature Review
- 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 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.
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### Assessment tasks

- Engagement
- Opinion-editorial
- Literature Review
- 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

- 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
- Literature Review
- 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 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.
- 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
- Literature Review
- Research Essay

