



PICX310

Insecurity and Development

S2 OUA 2019

Department of Security Studies and Criminology

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General Information

Unit convenor and teaching staff

Convenor

Dalbir Ahlawat

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Level 2, South Wing, Australian Hearing Hub

By appointment

Prerequisites

12 units including PICX212

Corequisites

Co-badged status

Unit description

This unit introduces students to the causal relationships between conflict, insecurity and development. It provides students with an analysis of the conflict dynamics within states that lack the capacity to provide security to their own citizens. It addresses the key theories on civil war as well as political and economic development, using empirical key case studies. The unit also explores different types of coercive and non-coercive intervention and peacebuilding, and their likely effects in addressing the security problems. It also examines the effects of insecurity in these countries on societal cohesion and long-term development, economic growth, life expectancy, and the provision of health and education services. The unit complements PICX111 that addresses non-traditional security threats in the twenty-first century. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify key state functions which contribute to national and human security

Explain the relationship between state fragility and insecurity

Apply theories about the causes of conflict to case studies

Critically assess the security-development nexus, including its relationship to peace-

building efforts

Critically analyse the paradigms of security and development through case studies

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research Essay</u>	40%	No	End of Week 11
<u>Weekly Quiz</u>	20%	No	Weeks 3 to 12
<u>Active Participation</u>	20%	No	Weeks 2 to 11
<u>Short Answer Questions</u>	20%	No	End of Week 13

Research Essay

Due: **End of Week 11**

Weighting: **40%**

The research essay allows students to develop core disciplinary knowledge, enhance research skills, show effective written communication skills, and demonstrate originality and critical thinking. The essay should flow logically from introduction to evidence to conclusion, should reflect wide reading across a diverse body of academic literature and should demonstrate critical analysis and objectivity. The essay will be marked as per a set assessment criteria. For details of this criteria see the marking template in iLearn.

On successful completion you will be able to:

- Identify key state functions which contribute to national and human security
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- Critically analyse the paradigms of security and development through case studies

Weekly Quiz

Due: **Weeks 3 to 12**

Weighting: **20%**

The quizzes are intended to give students an opportunity to explore in details the issues covered in the Unit and to develop a deeper understanding of the subject matter. Given the nature of the quizzes students will develop effective interpretative and analytical skills.

Participation in the quizzes demonstrates continuous constructive engagement from Week 2 to Week 12. The quizzes will be marked as per the set question response.

On successful completion you will be able to:

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Active Participation

Due: **Weeks 2 to 11**

Weighting: **20%**

The weekly participation in 150 words is intended to give students an opportunity to explore in details the issues covered in the Unit and to develop a deeper understanding of the subject matter, to develop effective communications skills, and to learn from each other. The discussion should demonstrate continuous constructive engagement from Week 2 to Week 11. The online discussion will be marked as per a set assessment criteria. For details of this criteria see the marking template in iLearn.

On successful completion you will be able to:

- Identify key state functions which contribute to national and human security
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- Critically analyse the paradigms of security and development through case studies

Short Answer Questions

Due: **End of Week 13**

Weighting: **20%**

Short-answer questions are open-ended questions that require students to create an answer. This assignment aims to assess the specific knowledge and understanding of a topic. Short answer questions require concise answers so it is essential to read the required readings carefully and then respond to the questions.

On successful completion you will be able to:

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity

- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
- Critically analyse the paradigms of security and development through case studies

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening the 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 the 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/

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 1: Introduction: State, Security and Development

Week 2: The Development -Security Nexus

Week 3: Economic Development and Conflict

Week 4: Democratic Development and Conflict

Week 5: Military Technology and Security

Week 6: State Building and Security

Week 7: The Weak State Insecurity Dilemma

Week 8: Decline of the State

Week 9: Environmental Refugees: Climate Change and the Shrinking State

Week 10: Water Security

Week 11: Big Powers: Security and Development Challenges

Week 12: International Regimes and Insecurity

Week 13: Conclusion - Future Development and Insecurity

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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 more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure

(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the

census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](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>).

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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

- Identify key state functions which contribute to national and human security
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- Critically assess the security-development nexus, including its relationship to peace-

building efforts

- Critically analyse the paradigms of security and development through case studies

Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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 state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
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Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
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Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
- Critically analyse the paradigms of security and development through case studies

Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
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Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
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Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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 key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
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Assessment tasks

- Research Essay
- Active Participation
- Short Answer Questions

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 state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity

- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
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Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions

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

- Identify key state functions which contribute to national and human security
- Explain the relationship between state fragility and insecurity
- Apply theories about the causes of conflict to case studies
- Critically assess the security-development nexus, including its relationship to peace-building efforts
- Critically analyse the paradigms of security and development through case studies

Assessment tasks

- Research Essay
- Weekly Quiz
- Active Participation
- Short Answer Questions