



PICT851

Security II

S3 External 2013

Centre for Policing, Intelligence and Counter Terrorism

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General Information

Unit convenor and teaching staff

Unit Convenor

John Hardy

john.hardy@mq.edu.au

Contact via john.hardy@mq.edu.au

Credit points

4

Prerequisites

Admission to MPICT or PGDipPICT or PGCertPICT or MPICTMIntSecSt or MIntSecStud or PGDipIntSecStud or PGCertIntSecStud

Corequisites

Co-badged status

Unit description

This unit is one of two foundation units for students undertaking studies in policing, intelligence and counter terrorism. The unit introduces students to key concepts in the three major areas of study. The content of this unit focuses on an 'all hazards' approach to identifying prospective threats to national security. The principal focus will be the consideration of the diverse issues that constitute actual and potential threats to the nation's security, and the risk assessment process. This unit, in combination with PICT850, also establishes the academic standards required for studying in this area at a postgraduate level; provides guidance for students to develop postgraduate level skills in critical thinking and challenges students to apply these skills to complex concepts and issues.

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:

Demonstrate a sound appreciation of the different aspects that comprise security in a liberal democracy

Comprehensively explain a range of contemporary and dynamic issues that can impact on security in Australia, the region and the globe

Critically evaluate the role of the academic discipline of international security studies in contributing to a secure environment

Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically and rationally

Demonstrate higher order communication skills including the ability to present sustained, persuasive & original written arguments cogently & coherently

Assessment Tasks

Name	Weighting	Due
Issue Paper	25%	19/12/2014
Research Essay	50%	10/01/2014
Reflective Journal	25%	24/01/2014

Issue Paper

Due: **19/12/2014**

Weighting: **25%**

The issue paper is a short brief on a specific issue chosen from a list (available on iLearn). The topics are controversial international security issues and are subject to wide debate in both scholarly literature and the media.

The purpose of the issue paper is to give a brief overview of the situation and make some recommendations about how a reader can approach the issue in an informed way.

Please note that you do not need to discuss a solution to the issue, this is beyond the scope of the assessment.

Unlike the essay, the issue paper can begin with an evaluative stance which outlines the key debates related to the issue. However, it must also propose a balanced approach to framing the issue for further academic discussion.

It will be important to:

- Draw from a variety of media and scholarly sources
- Take a dispassionate and balanced approach to a controversial issue
- Highlight the shortcomings of simplistic media commentary
- Use data to support your criticism of existing literature

Some good examples of how to write a succinct but well-argued point can be found on the [Lowy Interpreter](#) and ASPI's [Strategist](#).

Assessment Criteria

The issue paper will be graded holistically by the extent to which it meets the following criteria:

1. It provides a logically-structured and well-balanced overview of the issue (particularly by avoiding biases and normative claims)
2. It demonstrates a critical grasp of key arguments contained in relevant literature and contrasts scholarly debate with media commentary
3. It supports its claims with good quality evidence and critical reasoning
4. It presents a clear and original analysis that uses existing literature to support points and arguments, rather than a patchwork of other authors' claims, views or conclusions.
5. It makes adequate and consistent use of scholarly apparatus (such as notes, references, citations, bibliography).
6. It adheres to the formatting requirements for submission (listed below).

Formatting instructions

The issue paper must be typed in Times New Roman 12 point font, double-spaced with a break between paragraphs and margins of one inch (2.5cm) on all sides.

The issue paper must be fully and accurately referenced in either the Oxford (footnote) or Harvard (in-text) citation systems. While footnotes are preferred, either style is acceptable.

The bibliography must contain every source that was cited in the text and *no sources that were not cited*. The bibliography must be formatted according to the same style used in the body of the essay. Sources should be listed in alphabetical order with no bullet points or numbering.

Notes:

All assignments will be checked through plagiarism software.

At post-graduate level you must ensure that the position set out in your assignment is based on **analysis** and **argument** and not only description. Claims must be supported with **evidence** and **explanation**.

Direct quotes must be used sparingly (less than 5% of word count) and must be used only to illustrate and not substantiate a point.

On successful completion you will be able to:

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relevance, synthesise material and present findings logically and rationally

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Research Essay

Due: **10/01/2014**

Weighting: **50%**

The research essay must be 3,000 words (plus or minus 10%) in length excluding references and bibliography. Please note that these are firm limits and papers falling outside the acceptable range will be penalised.

The essay needs to answer ONE of the set questions (listed on iLearn).

The essay must be submitted to the online drop box as a doc(x) or rtf file no later than 11:55pm Friday, January 31st 2014. Note that hardcopies are not required.

Assessment Criteria

The essay will be graded holistically by the extent to which it meets the following criteria:

1. It provides a logically-structured and well-written argument that addresses the chosen topic clearly, concisely, and effectively.
2. It demonstrates a critical grasp of the main arguments contained in the relevant literature.
3. It supports its claims with good quality evidence and critical reasoning (such as the use of scholarly sources rather than poor-quality, non-peer-reviewed sources).
4. It presents a clear and original analysis that uses existing literature to support points and arguments, rather than a patchwork of other authors' claims, views or conclusions.

5. It makes adequate and consistent use of scholarly apparatus (such as notes, references, citations, bibliography).
6. It adheres to the structural and formatting requirements for submission (listed below).

Essay structural requirements

Introduction (one paragraph)

The introduction needs to do thing things:

1. The first sentence should clearly state your answer to the question
 2. The main body of the paragraph should signpost (i.e. outline the structure of) your overall argument
 3. The final 1-2 sentences should briefly explain how your argument answers the question
- The introduction should not offer background information or definitions of concepts
 - Don't signpost the general process with generic terms (e.g. *this essay will analyse X and then discuss Y*), be as explanative as possible

Body

Analytical framework (one paragraph)

- Establishes the criteria by which you will make your judgment about the question (i.e. a standard or measure which allows you to make a determination about the question)

- Explains the logic that links each point together and links the argument to the answer to the question

Analysis (remainder of body)

- Provides the argument and evidence to support your case

Conclusion (one paragraph)

The conclusion needs to do three things:

1. Bring together the key ideas of your argument and link them to the answer
2. Use the criteria established in the analytical framework to justify the conclusion of your argument (in greater detail than the introduction)
3. Clearly explain how your argument answers the set question

- Don't summarise or describe the structure of the essay (e.g. "this essay analysed...")

The use of headings to separate these sections is acceptable, but not required.

Formatting instructions

The essay must be typed in Times New Roman 12 point font, double-spaced with a break between paragraphs and margins of one inch (2.5cm) on all sides.

The essay must be fully and accurately referenced in either the Oxford (footnote) or Harvard (in-text) citation systems. While footnotes are preferred, either style is acceptable.

The bibliography must contain every source that was cited in the text and *no sources that were not cited*. The bibliography must be formatted according to the same style used in the body of the essay. Sources should be listed in alphabetical order with no bullet points or numbering.

Notes:

The essay topics are provided on iLearn.

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- Demonstrate higher order communication skills including the ability to present sustained, persuasive & original written arguments cogently & coherently

Reflective Journal

Due: **24/01/2014**

Weighting: **25%**

The reflective journal is a critical analysis task aimed at your own learning processes and outcomes throughout the unit. It gives you an opportunity to reflect on your own learning and analyse the importance you placed on certain themes, topics or issues vis-à-vis others in the unit.

The journal should provide an explanation of how you thought about two or three recurring themes or issues that we deal with in the unit. It should begin with a brief outline of your learning journey from the beginning of the unit to the end (regarding the issues you have selected) and should discuss how the themes/issues were cross-cutting and how your views on them changed throughout the course of the unit, with a particular focus on peer discussions and learning.

The following structure is a guide, but the reflective nature of the assignment allows you to tailor your journal to suit your own learning experience.

1. Outline of key themes/issues and how they intersected with one another throughout the unit
2. Explanation of your initial views on these themes/issues
3. Critical reflection on your own learning process (using these themes/issues as an example or case study). Explain what helped you synthesise information and form your own interpretations of key points and arguments.
4. Explanation of how learning processes, particularly engagement with your peers and any additional learning activities you undertook, changed your views throughout the unit.
5. Reflection on yourself as an active learner. What did this unit and this exercise teach you

about yourself as a learner? How might you incorporate this knowledge into future units in your program?

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On successful completion you will be able to:

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Delivery and Resources

Expectations for Completing this Unit

To successfully complete this unit students will have to meet the requirements for all assessment tasks. These are:

- One 1500 word issue paper
- One 3000 word research essay
- One 1500 word reflective journal

In addition, students are expected to read the weekly required readings and engage in additional outside research.

Readings

The required readings as well as a list of additional and useful readings for this Unit are available to all enrolled students

through the Unit iLearn site and Macquarie University Library's EReserve site.

Technological Requirements

Online units can be accessed at: <http://ilearn.mq.edu.au>

Reliable PC and Internet access are required. Basic computer skills such as internet browsing and skills in word processing are also a requirement.

Assignments in this unit will be submitted, marked and returned electronically. For further information see the iLearn site

Please consult teaching staff for any further, more specific requirements.

Late Submission Penalty

If an assignment is submitted late, 5% of the available mark will be deducted for each day (or part thereof) that the paper is late.

For example, if the paper is worth 20 marks, 1.00 mark per day will be deducted from the mark given (i.e. A student given 15/20 who submitted 4 days late will lose 4 x 1.00 marks: 15/20 – 4 marks = 11/20).

The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

Unit Schedule

Week 1	<p>Introduction & History of Security Studies</p> <p>Academic Literacy I: Critical Theory</p> <p>Academic Literacy II: Research Review</p>
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Week 2	<p>Changing Perspectives in International Security</p> <p>Critical Issues in International Security</p>
Week 3	<p>International Security Law</p> <p>Globalisation and Security</p>
Week 4	<p>Session 3 recess</p>
Week 5	<p>Session 3 recess</p>
Week 6	<p>Insurgency and Non-State Security Challenges</p> <p>Border Security and Migration</p> <p>Humanitarian Intervention and Peacekeeping</p>
Week 7	<p>Economic and Resource Security</p> <p>Asia Pacific Security</p> <p>Review and Conclusion</p>

Policies and Procedures

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

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

- Demonstrate a sound appreciation of the different aspects that comprise security in a liberal democracy
- Comprehensively explain a range of contemporary and dynamic issues that can impact on security in Australia, the region and the globe
- Critically evaluate the role of the academic discipline of international security studies in contributing to a secure environment

Assessment tasks

- Research Essay
- Reflective Journal

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

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- Demonstrate higher order communication skills including the ability to present sustained, persuasive & original written arguments cogently & coherently

Assessment tasks

- Issue Paper
- Research Essay
- Reflective Journal

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

- Demonstrate a sound appreciation of the different aspects that comprise security in a liberal democracy
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- Critically evaluate the role of the academic discipline of international security studies in contributing to a secure environment
- Demonstrate higher order communication skills including the ability to present sustained, persuasive & original written arguments cogently & coherently

Assessment tasks

- Issue Paper
- Research Essay
- Reflective Journal

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

- Critically evaluate the role of the academic discipline of international security studies in contributing to a secure environment
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically and rationally
- Demonstrate higher order communication skills including the ability to present sustained, persuasive & original written arguments cogently & coherently

Assessment tasks

- Issue Paper
- Research Essay
- Reflective Journal

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

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- Critically evaluate the role of the academic discipline of international security studies in contributing to a secure environment
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Assessment tasks

- Issue Paper
- Research Essay
- Reflective Journal

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

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