PICT901
International Security
S1 Evening 2016
Dept of Policing, Intelligence & Counter-Terrorism

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Sheryn Lee</td>
</tr>
<tr>
<td><a href="mailto:sheryn.lee@mq.edu.au">sheryn.lee@mq.edu.au</a></td>
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<td>Y3A 227</td>
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<td>By appointment</td>
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<tr>
<th>Credit points</th>
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<tr>
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<tr>
<th>Prerequisites</th>
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<tr>
<td>Admission to MPICT or PGDipPICT or GradDipPICT or MPICTMIntSecSt or MIntSecStud or PGDiplntSecStud or GradDiplntSecStud or PGCertIntSecStud or GradCertIntSecSt</td>
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<th>Corequisites</th>
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<th>Co-badged status</th>
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<tr>
<th>Unit description</th>
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<tr>
<td>The unit provides a comprehensive overview of the social construction of international security and compares and contrasts several different but overlapping theoretical and thematic approaches to international security that have recently arisen. Since the end of the Cold War, broader and deeper concepts of security have been unavoidable, given the limitations of realism and the challenges that have accompanied rapid globalisation and increased global disorder. As a result, there has been a growing concern about new drivers of non-traditional transnational security challenges. These new international security challenges, coupled with ongoing more traditional concerns, have significantly transformed the international security environment, and brought into question traditional state-centric assumptions about security.</td>
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## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

1. Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
2. Explain key concepts and debates that are an integral part of the International Security lexicon.
3. Understand both the assumptions that underpin key theories, and the methods used for
research and investigation.

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

5. Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

6. 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

Throughout the session, academic skills sessions will be held to assist students in the preparation of their assessments. Students are also encouraged to actively contact the unit convener with any questions and if they need additional guidance on their assessments.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Engagement</td>
<td>25%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Literature Review</td>
<td>25%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>Week 13</td>
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</tbody>
</table>

Engagement

Due: Ongoing
Weighting: 25%

Ongoing assessment. For internal students, attendance and engagement in a two hour seminar each week is expected. For external students, the recordings of the seminars will be posted and engagement through at minimum 11 online forums is required. Engagement involves 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 29 February, the week ends on the following Sunday 6 March). Participation will not be counted beyond the allocated timeframe. Grades are dependent on such criteria (but not limited to) the quality of the engagement with the text and any supplementary course materials, new lines of inquiry posed, and engagement with peers and the convener.
This Assessment Task relates to the following Learning Outcomes:

- Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
- Explain key concepts and debates that are an integral part of the International Security lexicon.
- Understand both the assumptions that underpin key theories, and the methods used for research and investigation.
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Literature Review

Due: **Week 7**

Weighting: **25%**

This review of the literature which aims for students to demonstrate critical understanding of the theoretical approaches of International Security. This mid-term assessment is a 1500-word review and students must choose a topic from Weeks 2-6 i.e.:

- Week 2    Realist Approaches
- Week 3    Institutionalist Approaches
- Week 4    Liberal Approaches
- Week 5    Ideational and Identity-Based Approaches
- Week 6    Cognitive and Bureaucratic Approaches

All of the required readings must be reviewed together in one literature review—it is not three separate reviews of each reading. Research for the literature review should go beyond the required readings (a good place to start is the recommended readings), and the aim is to demonstrate critical understanding of the literature. Each literature review should:

1. Indicate the puzzle, problem, or debate that the authors address.
2. Identify what you see as the strengths and weaknesses of the authors’ arguments (contributions as well as the shortcomings in the work).
3. Suggest one or more contemporary empirical problems or policy debates to which the
authors’ work is relevant and its usefulness.

In this regard, each literature review should place the authors in their specific context, the broader context of the debate and how the text made an impact on the field of study, demonstrate understanding of the methods and values behind each text, and evaluate the key arguments made and why it has continuing relevance to the field. In this regard, the reviews should reflect that the student has completed the readings, but they should not be summaries of the readings.

This Assessment Task relates to the following Learning Outcomes:

- Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
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- Understand both the assumptions that underpin key theories, and the methods used for research and investigation.
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- Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

Research Essay

Due: Week 13
Weighting: 50%

The completion of a research essay is intended to encourage students to develop core disciplinary knowledge, enhance research skills, display effective communication through academic writing, and demonstrate original and critical thinking. This final assessment is a 3000-word essay and students must choose one essay question from a list of five based on the topics from Weeks 7-13, i.e.:

- Week 7  War and Conflict
- Week 8  Peace and International Cooperation
- Week 9  Domestic Institutions and Preferences
- Week 10 Nuclear Deterrence
- Week 11 Unipolarity
- Week 12 Civil War and Ethnic Conflict

Questions will be released by Week 4 on the iLearn site.
This Assessment Task relates to the following Learning Outcomes:

• Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
• Explain key concepts and debates that are an integral part of the International Security lexicon.
• Understand both the assumptions that underpin key theories, and the methods used for research and investigation.
• Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.
• Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

• You should spend an average of at least 12 hours per week on this unit. This includes listening to pre-recorded lectures prior to seminar discussions and reading weekly required readings detailed in iLearn.
• Internal students are expected to attend all seminar sessions and external students are expected to contribute to on-line discussions.
• Students are required to 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 EReserve site.
• Electronic copies of required readings may be accessed at the EReserve site.

TECHNOLOGY USED AND REQUIRED

• Personal PC and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
• 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.
• For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
SUBMITTING ASSESSMENT TASKS

- All assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted either as a PDF or 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 of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university’s Disruptions Policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html#purpose).

LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for each day (including weekends) the paper is late. For example, if a paper is worth 20 marks, 1 mark will be deducted from the grade given for each day that it is late (i.e. a student given 15/20 who submitted 4 days late will lose 4 marks = 11/20).
- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits do not include references, 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 he awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose 3 x 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://mq.edu.au/policy/docs/gradeappeal/policy.html).

- This process involves all assignments submitted for that unit being reassessed. However, in exceptional cases students may request that a single piece of work is reassessed.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction and Overview of the Field</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Realist Approaches</td>
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<tr>
<td>Week 3</td>
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<td>Week 12</td>
<td>Civil War and Ethnic Conflict</td>
</tr>
<tr>
<td>Week 13</td>
<td>Old Challenges, New Agendas</td>
</tr>
</tbody>
</table>

**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:

Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of 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/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

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

Learning Skills

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

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

PG - 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

• Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
• Explain key concepts and debates that are an integral part of the International Security lexicon.
• Understand both the assumptions that underpin key theories, and the methods used for research and investigation.
• 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

• Literature Review
• Research Essay

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

• Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.
• Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.
• 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

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
  • Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
  • Explain key concepts and debates that are an integral part of the International Security lexicon.
  • Understand both the assumptions that underpin key theories, and the methods used for research and investigation.

Assessment tasks
  • Literature Review
  • Research Essay

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

This graduate capability is supported by:

Learning outcomes
  • Evaluate the theoretical approaches that frame the subfield of International Security, including the relationship to their historical context.
  • Understand both the assumptions that underpin key theories, and the methods used for research and investigation.

Assessment tasks
  • Literature Review
Research Essay

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

This graduate capability is supported by:

Learning outcomes

- Explain key concepts and debates that are an integral part of the International Security lexicon.
- Understand both the assumptions that underpin key theories, and the methods used for research and investigation.
- Model academic research skills, particularly the ability to select sources appropriately, to integrate knowledge from diverse sources, to critically evaluate significance and relevance, synthesise materials, and present findings logically, rationally and lucidly.
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- 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
- Literature Review
- Research Essay

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

This graduate capability is supported by:

Learning outcomes

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

• Demonstrate critical communication skills, including the ability to present sustained, persuasive and original verbal and written arguments cogently and coherently, and mediate in-class debate and discussion.

• 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