PICX310
Insecurity, Development and Conflict Analysis
SP3 OUA 2016
Dept of Policing, Intelligence & Counter-Terrorism

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General Information

Unit convenor and teaching staff
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Prerequisites
12 units including PICX212

Corequisites

Co-badged status

Unit description
The nexus between conflict, insecurity and development is an enduring challenge in the Security Studies field. This unit examines the enduring nature of human conflict in the contemporary international system. It uses Conflict Analysis as a lens to examine the key theories and debates about the fundamental origins of violent conflict, the impact of conflict on societies and the main approaches to conflict resolution and peacebuilding. This unit builds on other Security Studies units by exploring the range of insecurity that exists in many of the least developed countries. It presents an alternate, complementary view to other units by focusing on conflict within state which lack the capacity to provide security to individuals. It also examines the implications of insecurity for societal cohesion and long-term development indicators, such as economic growth, employment opportunities, life expectancy and the provision of health and education services. 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:

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Introductory Essay</td>
<td>20%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
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Introductory Essay

Due: **Week 3**
Weighting: **20%**

See iLearn for details

On successful completion you will be able to:
- Apply theories about the causes of conflict to case studies.
- Critically analyse theories of peacebuilding.
- Critically analyse key theories of political violence, conflict and peacebuilding.
- Identify key state functions which contribute to national and human security.
- Explain the relationship between state fragility and insecurity.
- Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

Major Essay

Due: **Week 12**
Weighting: **50%**

See iLearn for details

On successful completion you will be able to:
- Apply theories about the causes of conflict to case studies.
Critically analyse theories of peacebuilding.

Critically analyse key theories of political violence, conflict and peacebuilding.

Identify key state functions which contribute to national and human security.

Explain the relationship between state fragility and insecurity.

Critically assess the security-development nexus, including its relationship to peacebuilding efforts.

**Exam**

*Due: Week 13
Weighting: 20%*

See iLearn for details

On successful completion you will be able to:

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

**Participation**

*Due: Ongoing
Weighting: 10%*

See iLearn for details

On successful completion you will be able to:

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

**Delivery and Resources**

DELIVERY AND RESOURCES

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https://unitguides.mq.edu.au/unit_offerings/62404/unit_guide/print
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.


Students can purchase either a physical or electronic copy online directly from Routledge (www.routledge.com) or from Amazon (www.amazon.com) or the Book Depository (www.bookdepository.com). Copies are also available from the Macquarie University Co-op bookshop. All materials are available through the Macquarie University library. The compulsory textbook is available in Reserve.

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

• For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

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 the 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
PICX310: Syllabus

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<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Seminar: Case Study</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: The development-security nexus</td>
<td>Somalia: Does development precede or follow security?</td>
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</table>

**Question 1: Does economic, political and military development create insecurity?**

| 2    | Economic development and conflict                 | Fiji: Does economic development unite or divide society? |

| 3    | Democratic development and conflict               | The Balkans: Does democratisation promote perpetual peace and/or encourage ethnic cleansing? |

| 4    | Military technology and conflict                  | Iran: Nuclear weapons as a source of stability?          |

**Question 2: Can security be managed in an era of limited sovereignty?**

| 5    | State-building and security                       | Afghanistan and Iraq: Is the creation of a sovereign state by foreign powers a necessity or contradiction in terms? |

| 6    | The weak state insecurity dilemma                 | Syria and North Korea: Too strong or too weak?           |

| 7    | Decline of the state?                             | The UK and the European Union: Does the decline of the state create global citizens or the revive nationalism? |

**Question 3: What are the development dilemmas?**

| 8    | Human security                                    | Libya and Responsibility to Protect: A dilemma between justice and order? |
Week 1: Introduction: The Development-Security Nexus

This module will introduce the security-development nexus. Peace studies focus on the link between development and security, suggesting that one cannot exist without the other. How does this understanding of insecurity impact conflict analysis? We will outline the structure and material of this course, which addresses the debates concerning the link between development and security.

Seminar

Class discussion: What is the relationship between security and development? What is security and why is it a ‘contested concept’? Whose security are we referring to? What counts as a security issue and how can security be achieved? What is development? Are economic, governance, societal, human, and technological development of equal importance? Are these categories of development mutually reinforcing or contradictory?

Case Study: Somalia

Compulsory Reading

Week 2: Economic Development and Conflict

This module will explore the relationship between economic development and conflict. As large parts of the world experience unprecedented economic growth, it is worth asking whether economic development can produce security and/or conflict. Economic development has been argued to create peace by fostering internal stability and interdependence with other states. According to modernisation theory it also promotes democracy. However, other theories posit that economic development contributes to conflict due to ‘greed and grievance’.

Seminar

Debate: Does economic development create stability and incentives for keeping the peace? Does poverty or relative poverty fuel terrorism? What is the relationship between economic inequality and civil war? To what extent do civil wars start over grievances due to inequality or greed in terms of seeking economic opportunism?

Case Study: Fiji

Compulsory Reading


Recommended Reading


**Week 3: Democratic Development and Conflict**

In this module we will address the relationship between democracy and conflict. What is the relationship between democracy and conflict? Competing theories have been constructed on this topic: The dominant ‘democratic peace theory’, building on the *Perpetual Peace* by Emmanuel Kant, is considered axiomatic by many practitioners. This theory suggests that democracies do not go to war against each other, implying that democracy promotion should be considered a security initiative. Other scholars have focused on states transitioning to democracy as being especially vulnerable to war, and even genocide. Democratic states are argued to create ‘new wars’, and have a reduced capacity to win small wars. If Plato is correct, democracies will incrementally lose control over society as power becomes too dispersed, which will bring about a return to tyranny as the people will seek a strongman to reassert control and stability.

**Seminar**

Debate: What role does democracy have for security? Should states actively seek to promote democracy as an intrinsic component of security? Why would states transitioning to democracy be more vulnerable to war and ethnic cleansing? Is it reasonable to argue democracies create ‘new wars’?

Case Study: The Balkans

**Compulsory Reading**


Recommended Reading

https://unitguides.mq.edu.au/unit_offerings/62404/unit_guide/print


**Week 4: Military Technology and Security**

In this module we will discuss the development and proliferation of military technology. What determines whether the development of military power increases or decreases security? The development or proliferation of new military technology can be a source of both conflict and stability. Scholars ascribing to the 'offence-defence' theory suggest that weapons can be assessed as having offensive or defensive advantage, with the former increasing the likelihood of war and the latter decreasing the incentive to seek a military solution. Critics of this theory detest whether it is possible to distinguish weapons as having clearly an offensive or defensive purpose. We will also address other methods to mitigate the uncertainties that fuel the security dilemma by enhancing transparency and confidence-building measures.

**Seminar**

Debate: What determines whether the development of military power creates certainty or uncertainty? Why is conflict more likely if there is an offensive advantage? Is it possible to distinguish between offensive and defensive weapons? How can we mitigate uncertainties by communicating defensive intentions and capacity? Are nuclear weapons an offensive or defensive weapon, and would an Iranian nuclear weapon be the source of conflict or stability?

Case Study: Iran

**Compulsory Reading**


Waltz, Kenneth N. "Why Iran should get the bomb." *Foreign Affairs* 91, no. 4 (2012): 2-5.

**Recommended Reading**


**Week 5: State-Building and Security**

In this module we will discuss state-building as a security initiative. Does state-building create sustainable peace or legitimise new imperialism? Johan Galtung drew a conceptual distinction between positive and negative peace to distinguish ceasefires from sustainable peace. While negative peace implied the temporary cessation of violence, positive peace aims to go beyond ending violence and to resolve the underlying political problems. State-building has produced a new approach of developing security through the restoration of society, government and economy. However, competing ideas about state-building can impede the development of a cohesive strategy. Critics of state-building tend to argue that foreign powers rarely come without their interest and motives, a familiar dilemma as states will only provide the resources required for state-building when they have their own interests and objectives.

**Seminar:**

Debate: Why is sovereignty at the heart of the debates on nation-building? What are the best approaches to achieve sustainable peace in conflict zones? What are some of the difficulties in achieving economic, political and social development and stability in the aftermath of war and conflict? Does the need for lasting peace outweigh the requirement for justice post-conflict? Should transitional justice be retributive, restorative, or rehabilitative? Do the concepts of negative peace and positive peace create competing objectives or competition for resources?

Case Study: Afghanistan and Iraq

**Compulsory Reading**


**Recommended Reading**


**Week 6: The Weak State Insecurity Dilemma**

This module will be devoted to exploring the weak state insecurity dilemma. Does the strength or weakness of states create a major threat to the contemporary security environment? While security threats have traditionally been measured by the strength of adversaries, more focus is being devoted to the insecurity deriving from the weakness of other states.

**Seminar**

Debate: Is it the strength or weakness of states that causes the greatest security threat? How does the weak state insecurity dilemma affect decision-makers? Should they seek a balance between keeping their adversaries weak and strong?

Case Study: Syria and North Korea

**Compulsory Reading**


**Recommended Reading**


Patrick, Stewart. "Weak States and Global Threats: Assessing Evidence of Spillovers." *Center
In this module we will address the decline of the state. There are scholarly disagreements whether the state is in decline and if it would be a source of security or insecurity. Globalisation presents several challenges as multinational corporations, non-governmental organisations and international institutions challenge the sovereignty of the state. Does the diminished primacy of the state and diffusion of power give way to peace and the rise of the global citizen, or does it inhibit the capacity of the state to represent its citizens fuel the return of nationalism?

Seminar
Debate: Is the state in decline? Does the diffusion of power away from the state produce security or insecurity? Is the security and prosperity of states enhanced or undermined by regional integration? Does the weakened primacy of the state reduce or fuel nationalism?

Case Study: The UK and the European Union

Compulsory Reading

Recommended Reading
In this module we will discuss the concept of human security. Traditionally, security studies have considered the state as the referent object. Shifting the focus to the individual as the referent object has changed the way scholars and practitioners think about security. Proponents of viewing the individual as the referent object suggest that it also strengthens state security, while critics often propose a zero-sum relationship exists. We will address the concept of the Responsibility to Protect (R2P) as a key concept and focal point of the human security debate.

Seminar

Debate: Should the individual or the state be the referent object in international security? Are there universal human rights and values, or should they be limited by tradition and culture? Is human security and state security complementary or mutually exclusive? Should the international community have a Responsibility to Protect (R2P)?

Case Study: Syria

Compulsory Reading


Recommended Reading


This module will explore energy security and how we can conceptualise the energy security dilemma. As new powers rise and their appetite for energy increases, we can expect the competition for energy resources and transportation infrastructure to intensify. We will focus on China as the largest consumer of energy and Russia’s dominant position as an energy supplier, and assess how this impacts the global security environment.

Seminar

Debate: What is ‘energy security’ and the energy security dilemma? How might the problem of energy security impact upon wider aspects of international security? What is meant by the “peak oil moment”, and how might this lead to increased energy insecurity? Is there competition between energy producers, energy consumers and energy transportation corridors? Why can energy producers and consumers be in competition? How could energy security lead to military conflict?

Case Study: China and Russia

Compulsory Reading


Recommended Reading


Ross, Michael L. "Does oil hinder democracy?." World Politics 53, no. 03 (2001): 325-361.

Week 10: Societal Security

In this module we will explore societal security. Cultural identity, religion and language have become a key focus of security studies as the state is not the only source of collective identity. A
strong unifying national identity is recognised to be pivotal for the stability and strength of states, which are threatened by possible ethnic or religious secessionist movements, insurgencies or terrorism. These cultural, ethnic or religious grouping can feel that their ‘society’, is threatened by the state.

Seminar
Debate: What is societal security? Is there a societal security dilemma? Are states required to have a clear ethno-cultural core or is there greater strength with a civic identity and diversity? Why are ethno-federal states vulnerable?

Case Study: Tibet

Compulsory Reading


Recommended Reading


Week 11: Environmental Security

In this module we will address the issue of environmental security. Environmental degradation and global warming is frequently cited as the most probable and most severe threat to human survival. It is also recognised to not have the traditional zero-sum security dilemma dynamic. We will discuss the difficulties to respond to security risks and threats emanating from environmental security.
Seminar

Debate: What is environmental security? Is it possible to develop the environment as the referent object, or will environmental security remain a branch of human security? Without a common global approach to protecting the environment, do states face a dilemma between environmental security and state security?

Case Study: Global warming and the carbon trading scheme

Compulsory Reading


Recommended Reading


Week 12: International Regimes and Insecurity

In this module we will explore the rise of international regimes and the impact on security. ‘Institutional peace’ suggests that regions can harmonise interests and resolve disputes through institutions. Imitating the Western model, other parts of the world are also developing regional institutions to harmonise interests and seek collective influence in the world. Regional and global institutions can develop predictability and manage international security issues. Others view institutions as alliances and argue that regional institutions will merely result in fewer, more powerful and less compatible entities of power confronting each other.

Seminar

Debate: How does the United Nations try to maintain international security? Has it been successful? Do regional institutions manage security or elevate competition and conflict to a
higher level? What are the key contributions and main shortcomings of regional institutions?

Case Study: ASEAN

Compulsory Reading


Recommended Reading


Week 13: Conclusion: Future Development and Insecurity

Where is the world moving and what will be the insecurities of tomorrow? Will the main development occur in the area of democratisation, economy or military technology? Will development imply more global governance and limited sovereignty, and how will this impact security? Will human security, energy security, societal security and environmental security be improved or deteriorate? What evidence are we selecting and applying, and what are the theoretical assumptions for our assessment?

Compulsory Reading


Recommended Reading
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


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. Students should be aware of the following policies in particular with regard to Learning and Teaching:

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


Disruption to Studies Policy  http://www.mq.edu.au/policy/docs/disruption_studies/policy.html  The 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.