



PICX111

Security in an Age of Risk

S1 OUA 2017

Department of Security Studies and Criminology

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General Information

Unit convenor and teaching staff

Lecturer

Glenn Diesen

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit focusses on non-traditional security threats and challenges. It introduces students to the concept of risk and how it can be conceptualised, measured and assessed. It then applies this framework to a range of non-traditional security threats, addressing the risks and dangers associated with them, as well as discussing ways to manage them. Students will examine areas such as intelligence, cyber, energy, arms control, disarmament and nuclear proliferation, human security, environmental conflict, poverty and health, population movement and refugees, transnational organised crime, regional security institutions and peace operations. The unit will also focus on how these challenges affect Australia's security. In combination with PICX110, the unit forms the basis for training in security studies. 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:

Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.

Explain the key theories of Security Studies applicable to the contemporary security environment.

Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.

Explain the process of securitisation in relation to political and security issues on the current international agenda.

Describe the legal and political contexts in which security studies is situated.

Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Assessment Tasks

Name	Weighting	Hurdle	Due
Minor Essay	20%	No	Week 4
Major Essay	40%	No	Week 11
Exam	30%	No	Week 13
Participation	10%	No	ongoing

Minor Essay

Due: **Week 4**

Weighting: **20%**

Students must answer one out of the three essay questions below. Keep in mind that critical analysis entails recognition of the key debates and counter-arguments to your argument. The word count does not include the bibliography. The essay will provide students with an early feedback on their academic writing and comprehension of security studies.

- 1) What are the challenges of responding to 'risks' compared to 'threats'?
- 2) Do intelligence services stabilise or destabilise the international system?
- 3) What are the main risks to cyber security, and are states or non-state actors the main challenge?

On successful completion you will be able to:

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the

current international agenda.

- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Major Essay

Due: **Week 11**

Weighting: **40%**

Students must critically analyse and develop an argument in response to **one** out of the four statements below. The word count does **not** include the bibliography.

- 1) 'Human security is too broad - if everything is prioritized, then, by definition, nothing is'.
- 2) 'The rise of China will fundamentally change the way we think about energy security'.
- 3) 'HIV/AIDS is primarily an issue of human security'.
- 4) 'Regional security institutions are less successful in Asia compared to Europe'.

On successful completion you will be able to:

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
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Exam

Due: **Week 13**

Weighting: **30%**

Students in PICX111 must prepare two 500-word essays out of the three essay questions below. It is worth 30% of the final grade. The questions will be made available (posted here on ilearn) at 9am on 12 June 2017 and is due by 9pm on 12 June 2017 (12 hours).

On successful completion you will be able to:

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Participation

Due: **ongoing**

Weighting: **10%**

Participation in weekly discussion forums (see ilearn)

On successful completion you will be able to:

- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening to lectures, reading weekly required materials as detailed in iLearn, participating in online discussion forums and/or online tutorials, and preparing assessments.
- Students are expected to make significant contributions to on-line activities.
- In most cases students are required to attempt and submit all major assessment tasks in order to pass the unit.

REQUIRED READINGS

- The citations for all the required readings for this unit are available to enrolled students through the unit iLearn site, and at Macquarie University's library site. Electronic copies of required readings may be accessed through the library or will be made available by other means.

TECHNOLOGY USED AND REQUIRED

- Computer and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

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 of up to one week are at the discretion of the unit convener or the tutor. Please contact the tutor with any request in the first instance. Any requests for extensions must be 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.students.mq.edu.au/student_admin/manage_your_study_program/disruption_to_studies/).

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 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>). This process involves all assignments submitted for that unit being reassessed.

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](#). 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 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

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Assessment tasks

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.

Assessment tasks

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
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- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Assessment task

- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
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Assessment tasks

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
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Assessment tasks

- Minor Essay
- Major Essay
- Exam
- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.

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- Major Essay
- Exam
- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
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Assessment tasks

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- Major Essay
- Exam
- Participation

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

- Define the concept of security as it relates to the various levels of analysis used in security studies, including individual, group, national, regional, international and human security.
- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
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- Major Essay
- Exam
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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

- Define the concept of security as it relates to the various levels of analysis used in

security studies, including individual, group, national, regional, international and human security.

- Explain the key theories of Security Studies applicable to the contemporary security environment.
- Describe risk-based analysis of security issues, including system effects and security trade-offs in managing risk.
- Explain the process of securitisation in relation to political and security issues on the current international agenda.
- Describe the legal and political contexts in which security studies is situated.
- Appraise the utility of key risk analysis tools in responding to threats and managing vulnerabilities.

Assessment task

- Participation