



# PICT310

## Insecurity and Development

S1 Day 2018

*Department of Security Studies and Criminology*

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## General Information

Unit convenor and teaching staff

Convenor

Dalbir Ahlawat

[dalbir.ahlawat@mq.edu.au](mailto:dalbir.ahlawat@mq.edu.au)

Contact via Email

Level 2, Australian Hearing Hub

By appointment

Credit points

3

Prerequisites

(39cp at 100 level or above) including PICT212

Corequisites

Co-badged status

PICX 310

Unit description

This unit introduces students to the causal relationships between conflict, insecurity and development. It provides students with an analysis of the conflict dynamics within states that lack the capacity to provide security to their own citizens. It addresses the key theories on civil war as well as political and economic development, using empirical key case studies. The unit also explores different types of coercive and non-coercive intervention and peace-building, and their likely effects in addressing the security problems. It also examines the effects of insecurity in these countries on societal cohesion and long-term development, economic growth, life expectancy, and the provision of health and education services. The unit complements PICT111 that addresses non-traditional security threats in the twenty-first century.

## 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:

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 peace-building efforts

Apply theories about the causes of conflict to case studies

Critically analyse the paradigms of security and development through case studies

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research Essay</u>	50%	No	See the iLearn
<u>Critique</u>	20%	No	See the iLearn
<u>Participation</u>	10%	No	Weeks 2 to 12
<u>Quiz</u>	20%	No	See the iLearn

### Research Essay

Due: **See the iLearn**

Weighting: **50%**

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

On successful completion you will be able to:

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

### Critique

Due: **See the iLearn**

Weighting: **20%**

Preparation of a 500 words Critique of one relevant article is intended to encourage independent research and demonstrate a capacity to find, synthesise and critically evaluate information relevant to specific topics or issues. The Critique should demonstrate précis of the key

arguments of the article and critical evaluation of the article's merits (strengths/weaknesses).

A detailed marking matrix is available to all enrolled students on the unit ilearn site. Marking criteria in the marking matrix includes evaluation of the Critique.

On successful completion you will be able to:

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

## Participation

Due: **Weeks 2 to 12**

Weighting: **10%**

The weekly participation in 100-150 words is intended to give students the opportunity to explore in details the issues covered in the Unit and to develop a deeper understanding of the subject matter, to develop effective communications skills, and to learn from each other. The Discussion should demonstrate continuous constructive engagement from Week 2 to Week 12. The Online Discussion will be marked as per a set assessment criteria. For details of this criteria see the marking template in the ILearn.

On successful completion you will be able to:

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

## Quiz

Due: **See the iLearn**

Weighting: **20%**

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

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

On successful completion you will be able to:

- 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 peace-building efforts
- Apply theories about the causes of conflict to case studies
- Critically analyse the paradigms of security and development through case studies

## **Delivery and Resources**

### **UNIT REQUIREMENTS AND EXPECTATIONS**

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

### **REQUIRED READINGS**

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

### **TECHNOLOGY USED AND REQUIRED**

- Computer and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.
- Information about IT used at Macquarie University is available at [http://students.mq.edu.au/it\\_services/](http://students.mq.edu.au/it_services/)

## SUBMITTING ASSESSMENT TASKS

- All text-based assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted as a MS word document by the due date.
- Most assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process.
- The granting of extensions is subject to the university's Special Consideration Policy. Extensions will not be granted by unit conveners or tutors, but must be lodged through Special Consideration: <https://students.mq.edu.au/study/my-study-program/special-consideration>

## LATE SUBMISSION OF ASSESSMENT TASKS

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits include footnotes and footnoted references, but not bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.
- If the number of words exceeds the limit by more than 10%, then penalties will apply. These penalties are 5% of the awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose  $3 \times 5\% = 15\%$  of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over, it would be reduced by 15 marks to a pass (50%).
- The application of this penalty is at the discretion of the course convener.

## REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

- Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately: <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>
- In accordance with the Grade Appeal Policy, individual works are not subject to regrading.

## STAFF AVAILABILITY

- Department staff will endeavour to answer student enquiries in a timely manner. However, emails or iLearn messages will not usually be answered over the weekend or public holiday period.
- Students are encouraged to read the Unit Guide and look at instructions posted on the iLearn site before sending email requests to staff.

## Unit Schedule

For details, see the iLearn

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-central](#)).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results 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/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We



want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

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

### **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

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

### **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Research Essay
- Critique
- Participation
- Quiz

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

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

## Assessment tasks

- Research Essay
- Critique
- Participation
- Quiz

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- Research Essay
- Critique
- Participation
- Quiz

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

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

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

## **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Research Essay
- Critique
- Participation
- Quiz