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ARTS3819

Emerging Challenges in International Security

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Monika Barthwal-Datta	m.barthwal-datta@unsw.edu.au	Tuesdays 10am-12pm	Room 149 Morven Brown Building	

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Politics and International Relations*

What do we mean by the 'new' security agenda? Are emerging threats to international security really 'new'? If so, how should security studies scholars analyse them, and what are the implications for security praxis? How are policymakers dealing with these emerging or 'new' security challenges, to what effect, and what are some of the alternatives? These are some of the key questions explored in this course, which investigates the broad and evolving agenda of security studies, and key themes and dynamics in contemporary security relations. Using a range of conceptual and theoretical frameworks, the course asks you to examine issues such as new forms of warfare, sexualized violence in armed conflict, migration and identity, food security, climate change, and nuclear proliferation, and question whether these constitute 'new' security challenges. It asks what the implications of such an approach are for security relations at the state-societal level; the scholarly field of security studies, and the practice of security in policymaking terms. You are required to have a good level of familiarity with key security theories and concepts. If you are new to the sub-discipline of Security Studies you will need to do additional background reading as advised in the course outline or by the course convenor.

Course Learning Outcomes

1. Describe, discuss and analyse the 'new' security agenda;
2. Critically assess the theoretical/ analytical/ practical implications of constructing specific issues on the agenda as 'security' challenges;
3. Critically assess and evaluate policy responses to the 'new' security agenda, and the alternatives to them;
4. Describe and discuss security relations at a state-societal level, and how they are affected by global processes;

Teaching Strategies

Teaching Strategy

This course adopts a blended learning approach to encourage and facilitate diversity of learning activities and also diversity in assessment. It consists of weekly two-hour seminars plus additional online learning activities each week.

Seminars are highly interactive and may include small-group activities, pair-work and guest speakers/ participants. The seminars are designed to supplement independent study on the course that begins (but should not end) with close engagement with the weekly required readings and other relevant course materials. Weekly seminars allow students to discuss questions, themes and issues arising from their independent study, as well as providing the opportunity to engage in productive discussion with their peers and to participate in a range of structured learning activities, including group/pair/individual analytical work, formal and informal debates, quizzes and mini-projects.

Students are also provided with a range of online resources specific to each week, as well as online activities to enhance independent learning. They are also provided with a number of online resources

related to study skills and research literacy.

Assessment

Submission of assignments

All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the *Student Code Policy* and *Student Misconduct Procedures*, both of which are available at: <https://student.unsw.edu.au/conduct>.

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the TurnItIn database and may be used in evaluations of originality.

UNSW provides support for students in using TurnItIn at <https://student.unsw.edu.au/turnitin-support>. This webpage includes information on how to generate and interpret originality reports in TurnItIn. Support is also available from the central TurnItIn Help Center at http://turnitin.com/en_us/support/help-center.

To check you have submitted your assignment successfully you should click ‘View digital receipt’ at the bottom left-hand corner of the ‘My Submissions’ screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.

It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate. For information about **Special Consideration** and **Extensions and Late Submission of Work**, please refer to the School’s Policies and Guidelines available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Return of assignments

Electronic submissions will be returned via the TurnItIn portal on Moodle with electronic feedback within two weeks of submission.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Policy brief	40%	29/03/2019 04:00 PM	1,3,4
Research Paper	60%	01/05/2019 04:00 PM	1,2,4

Assessment Details

Assessment 1: Policy brief

Start date: Not Applicable

Length: 1,200 words

Details: Students will be required to write a policy brief (1,200 words) that is a concise summary of a particular issue, possible policy options to address the problem, their implications and recommendations on the best way(s) forward. Policy briefs are aimed at policymakers and others interested or involved in devising or influencing policy. Students will receive written and oral feedback.

Additional details:

This task requires you to choose one of the issues covered in the course and present it as an emerging security issue (this must not be the same as the topic of your research essay) and write a 1,200-word policy brief on the chosen topic. The word count **does not** include the reference list and you may go over or under the prescribed word limit by 10%.

The policy paper should be structured to include the following headings:

Issue

This should be succinct: two or three sentences summarising the topic, give an indication of what the brief will cover and to who it is directed. For example: Options for decreasing the trafficking of Heroin along Afghanistan's western border. Strategies to eradicate Guinea worm disease in South Sudan or Initiatives to increase processing time of asylum seekers in Greece. Is it to a member of government, an official in an international institution/NGO etc.

Background

This should provide a general overview of the issue. This should include reference to essential pieces of information that are critical to understanding how the situation has developed or reached the current status it is in right now. This may include reference to legislation, key decisions, or events in the past that have been fundamental in defining the current situation or policy.

Stakeholder analysis and current situation

This section should include a more detailed description of what is happening now. The analysis should highlight the key issues of tension/concern for different stakeholders. This section should clearly describe the current dilemma/problem/issue that needs to be addressed and by whom. Included in this section should be a clear identification of the main stakeholders and their position on the issue.

Options

This section should outline options for action and provide an analysis of the likely outcomes if each option is implemented. This may include some assessment of what you anticipate would be the likely response from key stakeholders in reaction to each option. You may need to include a comment on who gains and who loses.

Suggested Approach

Based on the above assessment of options you need to identify a preferred option and if appropriate elaborate further on why this option is preferable. This is your opportunity to expand on the benefits that will result from selecting this option – who benefits, who loses and why such an outcome should be more acceptable to the government, community, interest groups, International institutions etc.

Recommendations

This is a very concise statement that defines the action you recommend is adopted. It may be a series of recommendations or a simple request for the endorsement of the above strategy. Whatever your approach the recommendations should be brief, clear and action orientated e.g. 'It is recommended that the German Finance Minister,

Agree...

Endorse the...

Approve the ...

Refuse to support the position put by stakeholder...

Advise stakeholder ... that you have decided...

Etc'

References

List all the sources you have used to research and write your briefing paper on a separate page.

Appropriate academic referencing is required (see the School of Social Sciences Referencing Guide available on Moodle).

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Research Paper

Start date: Not Applicable

Length: 3,000 words

Details: The research essay (3,000 words) is an opportunity for students to engage in-depth with the academic literature on security and to construct a persuasive analytical argument in writing, relating to a particular emerging security issue in international relations. Students will receive written and oral feedback. This is the final assessment for the course.

Additional details:

The research essay is an opportunity for you to engage with the themes and issues raised in the course, reflect critically on the academic literature on international security and to construct a persuasive argument in writing. Research essays should demonstrate that you know the disciplinary literature and that you can apply the insights from that literature to a particular problem and relevant work in international security.

For the essay, you are required to choose one of the issues covered in the course (different to the topic of your policy brief) and critically analyse it as an 'emerging' security issue, or a 'security' issue at all. The essay should address the following question with respect to the issue you have chosen:

Is the issue [e.g. transnational crime or food security] best understood as an 'emerging' 'security' challenge? If so, how, and if not, why not?

You will be assessed on your ability to demonstrate research skills (the ability to provide accurate and detailed information about your chosen case study), on synthesis and persuasive argument (in bringing together ideas and data from several sources), on quality of presentation (including accurate referencing) and on the clarity of your writing.

Before you begin writing, you should make sure that you have read the guide on Essay & Assignment Writing available on the UNSW Learning Centre website:

<https://student.unsw.edu.au/essay-and-assignment-writing>

You will have to make reference to further reading. Reference to textbooks alone will not be sufficient to

pass this assessment. You should also draw on a range of theoretical and empirical material in order to construct your argument.

To write a good essay:

- Explain in the introduction the context of the question, your basic argument and how the essay will proceed step by step (the structure).
- Signpost the structure throughout the essay, indicating the logical progression from paragraph to paragraph and section to section (so linking sentences at the ends of paragraphs and sections are important).
- Provide persuasive analysis of evidence in support of your argument.
- Ground your argument in the theoretical debates of the discipline.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Please read the [UNSW policy on Attendance and Absence](#).

******For this course, one weekly unit of attendance = seminar attendance AND timely submission of Online Learning Activity.******

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the [Student Misconduct Procedures](#).

All applications for exemption from attendance at classes of any kind must be made in writing to the course convenor and, where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

If you attend less than 80% of classes (including instances where you may be present in class but do not submit your Online Learning Activity for a week, and vice-versa), you may be refused final assessment. This means that if you do not attend at least 80% of possible classes and submit all associated Online Learning activities, your final assignment may receive a mark of zero. **You** are responsible for keeping track of your attendance and contacting your course convenor **immediately** if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

For the purpose of attendance monitoring, the final assessment for this course is the Research Essay worth 60% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Seminar	Security, securitisation and the 'new' security agenda
	Online Activity	Due by 4pm on 17 Feb. Details will be made available on Moodle in Week 0.
Week 2: 25 February - 3 March	Seminar	The 'New' Wars
	Online Activity	Due by 4pm on 24 Feb. Details will be provided on Moodle in Week 1
Week 3: 4 March - 10 March	Seminar	Climate Change and Environmental Security
	Online Activity	Due by 4pm on 3 March. Details will be provided on Moodle in Week 2
Week 4: 11 March - 17 March	Seminar	Food Security
	Online Activity	Due by 4pm on 10 Mar. Details will be provided on Moodle in Week 3
Week 5: 18 March - 24 March	Online Activity	Energy Security There is no seminar this week - instead, complete the Independent Online Learning Activity (details will be made available on Moodle in Week 4). Due by 4pm on Fri 22 Mar.
Week 6: 25 March - 31 March	Seminar	Cyber Security
	Online Activity	Due by 4pm on 24 Mar. Details will be provided on Moodle in Week 3
	Assessment	Policy Brief due by 4pm on Fri 29 Mar.
Week 7: 1 April - 7 April	Seminar	Nuclear Proliferation
	Online Activity	Due by 4pm on 31 Mar. Details will be provided on Moodle in Week 6.
Week 8: 8 April - 14 April	Seminar	Women, Peace and Security Agenda
	Online Activity	Due by 4pm on 7 Apr. Details will be provided on Moodle in Week 7
Week 9: 15 April - 21 April	Seminar	Migration, Identity and Security
	Online Activity	Due by 4pm on 14 Apr. Details will be provided on Moodle in Week 8
Week 10: 22 April - 28 April	Seminar	There is no seminar this week due to Mon 22 April being a public holiday.
Week 11: 29 April - 1 May	Seminar	Transnational Organised Crime/ Critical Reflections
	Online Activity	Due by 4pm on 28 Apr. Details will be provided on Moodle in Week 10
	Assessment	Research Essay due by 4pm on Wed 1 May.

Resources

Prescribed Resources

Given the range of topics covered, no single textbook is suitable as core reading for the course.

A list of essential readings is provided for each week on the ARTS3819 Moodle site. These are the readings we will all have in common and they must be read **before** the seminar. At times, there may be changes made to the weekly required readings and any updates will be posted on Moodle and announced in class at least one week prior to the affected seminar. It is your responsibility to check your student email and the Moodle site for the course on a regular basis.

A list of recommended readings for each week is also provided on Moodle. These readings have been chosen because they are either particularly accessible or particularly relevant, or both. You may wish to read at least two pieces from this list to prepare for tutorial discussions. It is also a good place to start when preparing the written assignments.

All of the required readings, and many of the recommended readings, are available online via the library's website or through the course Moodle site.

Recommended Resources

Online learning activities (OLAs) for this course will include reflective blog-writing. For tips on reflective writing, go to the UNSW Learning Centre's resource on this topic:

<https://student.unsw.edu.au/reflective-writing>

In addition to weekly readings, students with limited background knowledge in the area of security studies are strongly advised to read the following books in order to get a basic understanding of key theoretical approaches and issues in the field of security studies:

Paul D. Williams (ed.), *Security Studies: An Introduction* (London: Routledge, 2012)

Alan Collins (ed.), *Contemporary Security Studies* (Oxford: Oxford University Press, 2015).

Karin M. Fierke, *Critical Approaches to International Security* (Cambridge: Polity Press, 2007).

Ken Booth (ed.), *Critical Security Studies and World Politics* (London: Lynne Rienner, 2005).

Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era* (London: Lynne Rienner, 1991).

Keith Krause and Michael C. Williams (eds.), *Critical Security Studies: Concepts and Cases* (Minneapolis: University of Minnesota Press, 1997).

Barry Buzan and Lene Hansen, *The Evolution of International Security Studies* (Cambridge: Cambridge University Press, 2009).

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for 'Library'.

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

The library (<http://www.library.unsw.edu.au>) runs the ELISE tutorial on-line, which familiarizes students with academic writing, research and using information responsibly. It can be located at <http://subjectguides.library.unsw.edu.au/elise>.

I also recommend that you make use of the ELISE library tutorial on-line, which can be found at <http://lib.unsw.adfa.edu.au/elise11/home/about.html>.

For each seminar, you are expected to spend *at least* six hours reading for this course. This should allow time for the required reading and at least two pieces from the recommended list. These lists are not designed to provide a comprehensive reading list; they are intended to aid research and preparation for tutorial discussions, activities and formal written assessments.

Course Evaluation and Development

Student feedback, both formal and informal, is welcome and valued, and will be considered seriously for the continued improvement of this course. Students will be asked to give formal feedback towards the

end of the semester through UNSW's MyExperience survey process. I also welcome informal feedback throughout the course in order to evaluate the effectiveness of the course design, content and teaching. Students are also strongly encouraged to give feedback (formal or informal) on learning and teaching activities throughout the course.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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