



## COURSE OUTLINE

# INT257 International Security

**Course Coordinator:** Stefanie Fishel (sfishel@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course is designed to engage students in the practical and theoretical processes which underpin decision making in international security. Is peace possible? Is war inevitable? It will examine the traditional and non-traditional concepts of security including military, WMD, terrorism, environmental security, human rights, amongst other. Case studies will be presented to illuminate the paradoxes sometimes inherent in aiming for a secure world.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – On campus tutorial/workshop - 2 hours	2hrs	Week 2	10 times
<b>Lecture</b> – 1 hour live online lecture for timetabling	1hr	Week 1	13 times

### 1.3. Course Topics

Studying Security

What is in/security and how do we study it?

What are we securing?

Critical Security Studies

Environmental Security

Feminist Approaches

Postcolonial Approaches

The UN and International Security

Fast and Slow Violence

Accountability and Law

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Explain the origins and nature of security threats, both existing and potential.	Knowledgeable
2 Apply key international security theories to explain the actions or inactions of actors within an international security context.	Knowledgeable Creative and critical thinker Engaged
3 Critically evaluate the nature and value of International Security and the challenges to it in the 21st Century	Creative and critical thinker
4 Apply scholarly writing, research and reference practice in the field of Politics and International Relations.	Empowered

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

Not applicable

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

A knowledge of political science and/or international relations

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

The student will take a five question quiz over the first three week readings to test for reading comprehension and critical thinking skills. It will be available on Blackboard or in class during the fourth week of class. This will provide formative assessment and give feedback to the students on their ability to engage with course readings

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	20%	200 words each class meeting	Throughout teaching period (refer to Format)	In Class
All	2	Case Study	Individual	30%	1000-1500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	Approximately 2000 words with a five minute presentation to class.	Week 12	In Class

#### All - Assessment Task 1: Portfolio

<b>GOAL:</b>	The portfolio is designed to consolidate knowledge of key course concepts introduced through the weekly reading assignments. The discussion component aids students in accessing the material they are learning in multiple ways. Teaching others is often the best way to learn (20% weighting).	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	A handout for weekly reading summaries and discussion will be provided at the beginning of the term. Each student will be responsible for one reading presentation. A template will be given and dates assigned. Student will be responsible for introducing the weekly reading and providing discussion questions for the class. Student will create a reading response portfolio with an entry of 200 words each week over the readings for that class.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Students will be assessed by the degree of achievement in the following areas: To the best of their ability, attends class times to discuss and interact with instructor and peers.
	2	Is able to apply key theories and concepts to readings provided.
	3	Whilst references are not required in the 200 words due for each week, students will be assessed on their ability to apply key theoretical frameworks and concepts to demonstrate their application of these to the actions (or inactions) of actors.
	4	Demonstrates critical thinking, analysis and synthesis of argument.
	5	Reading responses are concise and focused on the key topics covered in the class.

#### All - Assessment Task 2: Case Study

<b>GOAL:</b>	Research chosen environmental security issue and write an academic essay addressing the main themes, including the application of relevant theories and concepts in international security (30% weighting).
<b>PRODUCT:</b>	Case Study
<b>FORMAT:</b>	1000-1500 words - Submit an essay to Blackboard by the end of the sixth week. Students will find an environmental security example and write a brief on the relevant environmental security issue. Can be at the domestic or international level. The essay must address the allocated question and apply relevant theories and frameworks from the course. Students are to present the essay in a structured format, including the use of sub-headings. Further advice, including Questions & Answers, will be posted on Blackboard leading up to the submission date.

CRITERIA:	No.	Learning Outcome assessed
	1	The essay paper will be assessed by the degree of achievement in the following areas: Finds and analyses a relevant case study for the aims of the class. 1
	2	Correctly applies relevant international security theories and frameworks. 1
	3	Multiple perspectives are presented and arguments made to support relevant position(s). 1 2 3
	4	Scholarly and authoritative reference sources are used to directly support claims and arguments. 1 2
	5	Demonstrates critical thinking, analysis and synthesis of argument. 3
	6	Sentence and paragraph structures are clear and absent of grammatical and typographical errors. 4

### All - Assessment Task 3: Report

<b>GOAL:</b>	Provide a coherent and well-structured report based on the case study from the second assessment. The report will be presented in class during the week.														
<b>PRODUCT:</b>	Report														
<b>FORMAT:</b>	The report will be written as a final essay and a Power Point or Prezi will be created to share the findings with class. Using the case study, the student will be extended to create international policy recommendations and outline appropriate short and long term responses. Student will present findings in class. Approximately 2000 words + five minute presentation														
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Extends and creates policy recommendations for case study from the first assessment. 2 3 4</td> </tr> <tr> <td>2</td> <td>Correctly applies relevant international security theories and frameworks. 3</td> </tr> <tr> <td>3</td> <td>Scholarly and authoritative reference sources are used to directly support claims and arguments. 3 4</td> </tr> <tr> <td>4</td> <td>Demonstrates critical thinking, analysis and synthesis of argument. 3 4</td> </tr> <tr> <td>5</td> <td>Sentence and paragraph structures are clear and absent of grammatical and typographical errors. 4</td> </tr> <tr> <td>6</td> <td>Effective slides that convey relevant information about their case study and policy recommendations. 1</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Extends and creates policy recommendations for case study from the first assessment. 2 3 4	2	Correctly applies relevant international security theories and frameworks. 3	3	Scholarly and authoritative reference sources are used to directly support claims and arguments. 3 4	4	Demonstrates critical thinking, analysis and synthesis of argument. 3 4	5	Sentence and paragraph structures are clear and absent of grammatical and typographical errors. 4	6	Effective slides that convey relevant information about their case study and policy recommendations. 1
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## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)