



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**School of Social Sciences and International Studies  
Faculty of Arts and Social Sciences**

**INST 3900  
Advanced Seminars in  
International Relations**

**Semester 2, 2011**

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## 2. Course staff

**Andrew T H Tan** is Associate Professor and Convenor for International Studies at the University of New South Wales, Australia. He was previously Senior Lecturer in Defence Studies, King's College, University of London, and taught NATO and other senior military commanders taking the Masters in Defence Studies at the Joint Services Command and Staff College (JSCSC), Britain's combined military staff college. Educated in Singapore, Cambridge and Sydney (where he obtained his Ph.D.), his advice on security issues has been sought by governments, armed forces, universities and research institutes in a number of countries. In 2011, he was Co-Chair of Global Security Asia, Asia's equivalent of the United States Homeland Security Summit. He is listed in the United Nations database Global Experts as a security expert who can provide advice to the media and governments on security issues.

He has published over 50 articles and 3 monographs, and is a regular book reviewer for *Terrorism and Political Violence*, the world's leading journal on terrorism studies. He has authored, edited or co-edited 13 books, including: *Strategies in the Asia-Pacific: The USA's Second Front in Southeast Asia* (New York: Palgrave Macmillan, 2011), *The Global Arms Trade* (London: Routledge, 2010), *US Strategy Against Global Terrorism: How it Evolved, Why it Failed and Where it is Headed* (New York: Palgrave Macmillan, 2009), *A Handbook of Terrorism and Insurgency in Southeast Asia* (Cheltenham, UK: Edward Elgar, 2007), *The Politics of Terrorism* (London: Routledge, 2006), *Security Perspectives of the Malay Archipelago* (Cheltenham, UK: Edward Elgar, 2004), and others.

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### **Communication and Consultation**

Please email me if it is a relatively minor matter that could be answered through a short return email. However, if you wish to have a more substantive discussion, send me an email to make an appointment to see me.

## **3. Course Description and Objectives**

**This course comprises 6 Units of Credit (UOC)**

### **Course Description**

This course provides an opportunity for students to evaluate experiences and ideas gained while studying abroad on OSP in the light of recent scholarship in the field of international relations and contemporary geopolitical change. Particular attention will be given to debates centered on whether international change can be best understood through paradigms which emphasize the primacy of the state and interstate dynamics. It is widely accepted that the state today is buffeted by forces leading to unprecedented integration of the world in politics, economics, communications and culture – forces that some claim increasingly undermine the traditional exercise of state sovereignty and are leading to a ‘post-national state’ international community. This course explores the impacts of these forces on the role and authority of the state within the context of debates over the changing character of the state system, the impact of globalisation on state sovereignty, the dynamics of international conflict, and claims about the transformation, decline or ‘end’ of the nation-state.

### **Course Objectives**

- To develop an informed understanding of the key issues in contemporary international relations, and a critical understanding of the international system's responses to contemporary challenges.
- To develop skills of analysis and writing relevant to the fields of international relations and international political economy
- To develop professional competencies relevant to practice in internationally-oriented organisations and business
- To develop informed adaptable graduates with demonstrated communications and negotiating skills and other relevant professional competencies

- To engage with scholarship on international relations from an informed and critical perspective

## **Learning Outcomes**

Students will develop the ability to:

- engage in independent and reflective learning
- contribute to, and work within, the international community
- successfully plan and complete a sustained research project, drawing on both primary and published sources
- engage in analytical and critical thinking, and creative problem solving
- develop information literacy – the skills to appropriately locate, evaluate and use relevant information
- develop an informed understanding of ethical practice and social responsibility

## **Graduate Attributes**

Students will develop the following graduate attributes:

- Knowledge of key contemporary international relations issues and how the globalised international system is responding to them
- Ability to frame and assess relevant global issues
- Critical thinking and problem solving skills
- Information literacy and good research skills

## **4. Approach to the Course**

The course will examine the concept of human security and examine how the emergence of a broad human security agenda encompassing non-traditional or alternative security issues has affected the sovereignty of the state. It will then examine the key contemporary international relations issues (both traditional and non-traditional) and evaluate how the international system is coping with these challenges. As “human security” has been adopted as the conceptual guide for the work of the United Nations and its agencies, it is important to be familiar with this concept.

### **The Concept of Human Security**

“Human security” emerged in the wake of the end of the Cold War. The end of superpower conflict released the study of security from the shackles of the Cold War context of state deterrence and opened up fresh avenues for its development. To advocates of human security, it was time to “beat swords into ploughshares” and divert attention and resources into a peace dividend – ie addressing the range of global issues which affect humanity. The end of the Cold War also coincided with the rapid development of IT and communications technology that made possible the emergence of a global

interlinked economy. This process of globalization has been accompanied by the emergence of global issues and challenges which are transnational in character and which cannot be met by states acting alone. In turn, this has affected the sovereignty of the state as states have had to learn to cooperate with others and with the international community, as well as conform to global norms and regimes in order to manage these challenges.

Security as a concept was contested through debates over the following questions:

- Whose security are we talking about ('what is the referent object of security')?
- What is the threat to our referent object?
- Who provides for security?
- By what means is security provided?

You should be familiar with the ground-breaking Human Development Report 1994 (chapter 2, [http://hdr.undp.org/en/media/hdr\\_1994\\_en\\_chap2.pdf](http://hdr.undp.org/en/media/hdr_1994_en_chap2.pdf)).

Read also the "Definitions of Human Security" (<http://www.gdrc.org/sustdev/husec/Definitions.pdf>) and critically examine the important literature on human security that has contributed to a broadened understanding of what constitutes security. This literature has sought to focus attention away from traditional state security that involves war, deterrence and conflict to protect the state, to focusing on human security, which emphasizes instead the security of the human individual. This has involved a re-conceptualization of "security" that has widened and deepened its meaning, whilst at the same time steering it away from its state-centric focus. The human security agenda (sometimes used interchangeably with the terms "non-traditional security" or "alternative security") today is a broad, and some say, inchoate one. The following list is not exhaustive:

- Global Terrorism
- WMD Proliferation (WMD = weapons of mass destruction)
- International Organised Crime
- Climate Change / Environmental Degradation (Environmental Security)
- Resource Conflicts
- Economic Disparities and Poverty
- Population, Refugees and Migration
- Ethnic Conflicts
- Human Rights and Democracy
- Global Health (including AIDS)
- Proliferation of Conventional Arms

Human security has been highly influential in the framing of global policies aimed at improving the human condition and making the human individual more secure. The human security agenda has led to attempts at concerted global action (see the UN Millennium Report 2000, <http://www.un.org/millennium/sg/report/full.htm>) as well as the spread and institution of global norms and regimes to manage the new challenges. In turn, this has led to an erosion of the sovereignty of the state.

### **The Continued Relevance of Traditional Security**

However, critics of human security have pointed out that the concept is too broad to be of any use. If everything is security, then what is security? Indeed, widening and deepening it beyond the state, these critics charge, have led to the concept losing its coherence and meaning. Realists have therefore argued that whilst security could be widened to accommodate new threats and challenges, the continued salience of states means that the referent should remain the state.

They argue that traditional security challenges remain salient in the rapidly evolving post-Cold War era where states continue to be key actors. Besides the new transnational challenges, traditional Great Power rivalries in an international system in flux since the end of the Cold War and the end of superpower dominance remain important challenges.

Indeed, the evident rise of China is posing a serious challenge to the present international system. Given that historically every previous attempt to challenge a dominant power had led to conflict, can the present international system dominated by the USA and its allies accommodate the emergence of China as a global power?

## **5. Course Materials**

### **Textbooks**

As this is a Year 4 course designed to consolidate learning over the past 3 years including a year overseas as part of OSP, no textbooks will be assigned for this course.

### **Readings**

The following are some useful readings. However, this is only a suggested list that seeks to give you an idea of how vast the literature is. You should read much more widely than these. Essential readings for lecture topics are listed under "Essential."

## ***Comprehensive Introduction to the New Global Agenda***

John Baylis (ed.), The Globalisation of World Politics: An Introduction to International Relations, 4th Edition (Oxford: Oxford University Press 2007)

Richard Langhorne, The Essentials of Global Politics (London: Hodder Education, 2006)

Michael T Klare and Yogesh Chandrani (eds), World Security: Challenges for a New Century (New York: St Martin's Press, 1998)

Charles W Kegley Jr and Eugene R Wittkopf, The Global Agenda: Issues and Perspectives (Boston, Mass: McGraw-Hill, 2003)

Charles W. Kegley Jr., World Politics: Trends and Transformations (Belmont, California: Thomson Higher Education, 2006)

Charles W Kegley and Gregory A Raymond, The Global Future: A Brief Introduction to World Politics (Florence, Kentucky: Wadsworth, 2005)

Paul R Viotti and Mark V Kauppi, International Relations and World Politics: Security, Economy, Identity, 3rd Edition (New Jersey: Pearson Education, 2007)

## ***State and Sovereignty in a Globalised World***

### Essential

Ian Clark, Globalisation and Fragmentation: International Relations in the Twentieth Century (Oxford: Oxford University Press, 1997), Chapter 8 – Beyond the Cold War, 1990-2000, pp. 172-196

Richard Rosecrance, "The Rise of the Virtual State: Territory Becomes Passe," Foreign Affairs, July/August 1996  
[http://www.fpvmv.umb.sk/fpvmv\\_www/phprs/storage/File/ksp/GLUN/S\\_Rosecrance\\_FA.pdf](http://www.fpvmv.umb.sk/fpvmv_www/phprs/storage/File/ksp/GLUN/S_Rosecrance_FA.pdf)

Martin Wolf, "Will the Nation-State Survive Globalization?" in Foreign Affairs, January-February 2001  
[http://www.fpvmv.umb.sk/fpvmv\\_www/phprs/storage/File/ksp/GLUN/S\\_Wolf\\_FA.pdf](http://www.fpvmv.umb.sk/fpvmv_www/phprs/storage/File/ksp/GLUN/S_Wolf_FA.pdf)

Keohane Robert and Nye Joseph, "Globalization: What's New? What's Not? (And So What?)", Foreign Policy, March/April 2000,  
<http://www.jstor.org/stable/1149673>

Lynn E Davis, "Globalisation's Security Implications," RAND Issue Paper, 2003, [http://www.rand.org/pubs/issue\\_papers/2005/IP245.pdf](http://www.rand.org/pubs/issue_papers/2005/IP245.pdf)

Sean Kay, "Globalisation, Power and Security," Security Dialogue, Vol. 35, No. 1, 2004  
<http://sdi.sagepub.com/cgi/reprint/35/1/9>

### Supplementary

Kenichi Ohmae, The End of the Nation State: The Rise of Regional Economies (New York: Free Press, 1995)

Kenichi Ohmae, The Borderless World: Power and Strategy in the Interlinked Economy (Revised Edition) (New York: Harper Collins, 1999)

Saskia Sassen, Losing Control? Sovereignty in an Age of Globalisation (New York: Columbia University Press, 1996)

Strange Susan, The Retreat of the State: The Diffusion of Power in the World Economy (Cambridge: Cambridge University Press, 1996)

Linda Weiss, The Myth of the Powerless State: Governing the Economy in a Global Era (Cambridge, Polity Press, 1998)

Manent Pierre, A World Beyond Politics? A Defense of the Nation-State (Princeton NJ: Princeton University Press, 2006)

### ***The Concept of Human Security***

#### Essential

Barry Buzan, "New Patterns of Global Security in the Twenty-First Century," in International Affairs, Vol. 67, No. 3, 1991  
<http://www.jstor.org/stable/2621945>

Jessica T Matthews, "Redefining Security," in Foreign Affairs, Spring 1989

Jessica T Matthews, "Power Shift," in Foreign Affairs, vol. 76, no. 1, January/February 1997  
[http://www.fpvmv.umb.sk/fpvmv\\_www/phprs/storage/File/ksp/GLUN/S\\_Mattnews\\_FA.pdf](http://www.fpvmv.umb.sk/fpvmv_www/phprs/storage/File/ksp/GLUN/S_Mattnews_FA.pdf)

Definitions of Human Security,  
<http://www.gdrc.org/sustdev/husec/Definitions.pdf>

United Nations Millennium Report 2000,  
<http://www.un.org/millennium/sg/report/full.htm>

United Nations Millennium Development Goals  
<http://www.un.org/millenniumgoals/bkgd.shtml>

Ramesh Thakur, "Human Security: Incoherent Concept or Policy Template?"  
BICC Bulletin, July / August 2006,  
<http://www.bicc.de/uploads/pdf/publications/bulletin/bulletin39.pdf>

### Supplementary

The Human Development Report (1994),  
<http://hdr.undp.org/en/reports/global/hdr1994/chapters/>

Barry Buzan, People, States and Fear, An Agenda for International Security Studies in the Post-Cold War Era, (2nd edition) (Boulder, Colorado: Lynne Rienner, 1991)

Robert D Kaplan, The Coming Anarchy: Shattering the Dreams of the Post Cold War (New York: Vintage, 2001)

Alan Dupont, East Asia Imperiled: Transnational Challenges to Security (Cambridge: Cambridge University Press, 2001)

Christian Enemark, "Is Pandemic Flu a Security Threat," Survival, Vol.51, No.1, February-March 2009  
<http://www.iiss.org/publications/survival/survival-2009/year-2009-issue-1/is-pandemic-flu-a-security-threat/>

William Tow, Ramesh Thakur and In-Taek Hyun (eds), Asia's Emerging Regional Order: Reconciling Traditional and Human Security (Tokyo: United Nations University Press, 2000)

## *Specific Human Security / Non-Traditional Security Issues*

Here are readings which are merely suggestive of the vast literature on the various aspects of human security. Students are encouraged to read beyond this list.

### **The Environment**

#### Essential

Marc A Levy, "Is the Environment a National Security Issue?" International Security, Vol. 20, No. 2, 1995  
<http://www.jstor.org/stable/2539228>

Gareth Porter, "Environmental Security as a National Security Issue," Current History, May 1995  
[http://info.library.unsw.edu.au/cgi-bin/local/access/ej-access.cgi?url=http://gateway.proquest.com/openurl?volume=94&atitle=Environmental+security+as+a+national+security+issue.&date=1995&rft\\_val\\_fmt=ori%3Afmt%3Akev%3Amtx%3Ajournal&issn=0011-3530&ctx\\_ver=Z39.88-2003&genre=article&res\\_id=xri%3Apqd&req\\_dat=xri%3Apqil%3Apq\\_clntid%3D](http://info.library.unsw.edu.au/cgi-bin/local/access/ej-access.cgi?url=http://gateway.proquest.com/openurl?volume=94&atitle=Environmental+security+as+a+national+security+issue.&date=1995&rft_val_fmt=ori%3Afmt%3Akev%3Amtx%3Ajournal&issn=0011-3530&ctx_ver=Z39.88-2003&genre=article&res_id=xri%3Apqd&req_dat=xri%3Apqil%3Apq_clntid%3D)

Owen Greene, "Environmental Issues," in John Baylis and Steve Smith, The Globalisation of World Politics (Oxford: Oxford University Press, 2005), pp. 451-478

Our Common Future, The Brundtland Report, 1987  
<http://www.un-documents.net/wced-ocf.htm>

World Earth Summit, 2002  
<http://www.worldsummit2002.org/index.htm?http://www.worldsummit2002.org/guide/unced.htm>

Kyoto Protocol,  
[http://unfccc.int/kyoto\\_protocol/items/2830.php](http://unfccc.int/kyoto_protocol/items/2830.php)

"Climate Science: Well Done, Could Do Better," Strategic Comments, Vol. 16, Comment 34, October 2010.

Summary: Copenhagen Climate Summit, Pew Center on Global Climate Change,  
<http://www.pewclimate.org/docUploads/copenhagen-cop15-summary.pdf>

## Supplementary

Jon Barnett, "Security and Climate Change," Global Environmental Change, Vol. 13, 2003, pp. 7–17

[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6VJV-48B5KTX-1&\\_user=37161&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&\\_view=c&\\_acct=C00004218&\\_version=1&\\_urlVersion=0&\\_userid=37161&md5=514f03f4968d94ba2c5d99cbb5816896](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VJV-48B5KTX-1&_user=37161&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C00004218&_version=1&_urlVersion=0&_userid=37161&md5=514f03f4968d94ba2c5d99cbb5816896)

United Nations Environmental Program: Agenda 21

<http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=52>

United Nations Framework Convention on Climate Change,

<http://unfccc.int/2860.php>

Timothy Doyle and Doug Mceachern, Environment and Politics (London: Routledge, 2001)

Paul Smith and Kiki Warr, Global Environmental Issues (London: Hodder and Stoughton, 1991)

Lamont C. Hempel, Environmental Governance, The Global Challenge (Washington, Island Press, 1996)

Lorraine Elliott, The Global Politics of the Environment (London: Macmillan, 1998)

Michael Grubb et al, The Kyoto Protocol: A Guide and Assessment (London: Earthscan, 1999)

Norman Vig and Regina Axelrod (eds), The Global Environment: Institutions, Law and Policy (Washington: CQ Press, 2004)

David Glover and Timothy Jessup (eds), Indonesia's Fires and Haze: The Cost of Catastrophe (Singapore: Institute of Southeast Asian Studies/International Development Research Centre, 1997).

Michael J G Parnwell and Raymond L Bryant, Environmental Change in Southeast Asia: People, Politics and Sustainable Development (London: Routledge, 1996)

## **Resource Conflicts**

### Essential

Thomas F Homer-Dixon, "Environmental Scarcities and Violent Conflict: Evidence from Cases," International Security, vol.19 no.1, Summer 1994  
<http://www.jstor.org/stable/pdfplus/2539147.pdf>

Michael T Klare, Resource Wars (New York: Henry Holt, 2001), chapter 1

"Scarcity in the Midst of Plenty?" in Global Trends 2025: A Transformed World (National Intelligence Council, 2008)  
[http://www.acus.org/files/publication\\_pdfs/3/Global-Trends-2025.pdf](http://www.acus.org/files/publication_pdfs/3/Global-Trends-2025.pdf)

Indonesia: Resources and Conflict in Papua, Asia Report No. 39, 13 September 2002, International Crisis Group  
<http://www.crisisgroup.org/en/regions/asia/south-east-asia/indonesia/039-indonesia-resources-and-conflict-in-papua.aspx>

### Supplementary

Richard Langhorne, The Essentials of Global Politics (London: Hodder Arnold, 2006), Part D, chapter 5

Lucy Williamson, "East Timor's Wealth: Blessing Or Curse?" BBC, 24 September 2008  
<http://news.bbc.co.uk/2/hi/asia-pacific/7629881.stm>

Steve Bloomfield, "The Niger Delta: The Curse of the Black Gold," The Independent, 2 August 2008  
<http://www.independent.co.uk/news/world/africa/the-niger-delta-the-curse-of-the-black-gold-882384.html>

"Water, the Looming Source of World Conflict," Agence France Presse 20 March 2001  
<http://chora.virtualave.net/water-day.htm>

Thomas F Homer-Dixon, Environment, Scarcity and Violence (Princeton, NJ: Princeton University Press, 1999)

Alan Dupont, "Environmental Conflict in East Asia: Some Issues for the Region," in Alan Dupont (ed), The Environment and Security: What are the Linkages? (Canberra: Australian National University, 1998)

## **Global Terrorism**

### Essential

Rohan Gunaratna, Inside Al Qaeda (London: Hurst, 2002), chapter 2.

Bruce Hoffman, Inside Terrorism (New York: Columbia University Press, 2006), Chapter 9

Steven Simon and Daniel Benjamin, "America and the New Terrorism," Survival, Vol. 42, No. 1, Spring 2000  
<http://www.eusec.org/su0001te.pdf>

David Rapoport, "The Four Waves of Rebel Terror and September 11," Anthropoetics Vol. 8, No. 1 (Spring / Summer 2002)  
<http://www.anthropoetics.ucla.edu/ap0801/terror.htm>

Isabelle Duyvesteyn, "How New is the New Terrorism?" Studies in Conflict and Terrorism, Vol. 27, 2004,  
<http://www.ingentaconnect.com/content/routledg/uter/2004/00000027/00000005/art00005>

Bruce Hoffman, Al Qaeda, Trends in Terrorism and Future Potentialities: An Assessment (Washington: RAND, 2003),  
<http://www.mafhoum.com/press5/151S23.pdf>

"The Jihadist Next Door," New York Times, 27 January 2010,  
<http://www.nytimes.com/2010/01/31/magazine/31Jihadist-t.html>

William F. Shughart II, "An Analytical History of Terrorism, 1945-2000," Public Choice, Vol. 128, 2006,  
<http://www.springerlink.com/content/g561757858773k4p/>

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Bin Laden's Fatwa,  
[http://www.pbs.org/newshour/terrorism/international/fatwa\\_1996.html](http://www.pbs.org/newshour/terrorism/international/fatwa_1996.html)

Bruce Hoffman, "The Emergence of the New Terrorism," in Andrew T H Tan and Kumar Ramakrishna (eds), The New Terrorism: Anatomy, Trends and Counter-Strategies (Singapore: Eastern Universities Press, 2002)

Mockaitis, Thomas, The 'New' Terrorism: Myths and Reality (Westport, CT: Praeger, 2007),

<http://books.google.com.au/books?hl=en&lr=&id=3MhMb4otrC0C&oi=fnd&pg=PR9&dq=mockaitis+new+terrorism&ots=SSKPABJ2VW&sig=sC19eCp1leBpHJYcFwEEZZGyIIU#v=onepage&q=&f=false>

Rohan Gunaratna, Inside Al Qaeda (London: Hurst, 2002)

Jason Burke, Al Qaeda: The True Story of Radical Islam (London: Penguin, 2003)

James F Hoge, Jr, and Gideon Rose (eds), How Did This Happen? Terrorism and the New War (New York: Public Affairs / Council on Foreign Relations, 2001)

Lacqueur, Walter, The New Terrorism: Fanaticism and the Arms of Mass Destruction (New York: Oxford University Press, 1999)

Daniel Benjamin and Steven Simon, The Age of Sacred Terror (New York: Random House, 2002)

Mark Juergensmeyer, Terror in the Mind of God: The Global Rise of Religious Violence (Berkeley: University of California Press, 2003)

Mark Juergensmeyer, Global Rebellion: Religious Challenges to the Secular State, From Christian Militias to Al Qaeda (Berkeley: University of California Press, 2008)

Jessica Stern, Terror in the Name of God: Why Religious Militants Kill (New York: Harper, 2004)

Ami Pedahzur, Suicide Terrorism (Cambridge: Polity, 2005)

Ami Pedahzur and Arie Perliger "The Changing Nature of Suicide Attacks: A Social Network Perspective," Social Forces, Vol. 84, No.4, June 2006

[http://utexas.academia.edu/AmiPedahzur/Papers/188137/The\\_Changing\\_Nature\\_of\\_Suicide\\_Attacks\\_A\\_Social\\_Network\\_Perspective](http://utexas.academia.edu/AmiPedahzur/Papers/188137/The_Changing_Nature_of_Suicide_Attacks_A_Social_Network_Perspective)

Andrew T H Tan (ed), The Politics of Terrorism (London: Routledge, 2006) – David Rapoport, Adam Dolnik, Rohan Gunaratna, Denis Pluchinsky, David Brannan, Mark Jurgensmeyer, James Lutz, Thomas Mockaitis

James M Lutz and Brenda J Lutz, Global Terrorism (London: Routledge, 2004)

Kyle B. Olson, "Aum Shinrikyo: Once and Future Threat?" Emerging Infectious Diseases, July-August 1999,

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2627754/>

## **US Response to Global Terrorism**

### Essential

Charles Krauthammer, "Democratic Realism: An American Foreign Policy for a Unipolar World," 27 February 2004, American Enterprise Institute, Washington, [http://www.semp.us/publications/biot\\_reader.php?BiotID=141](http://www.semp.us/publications/biot_reader.php?BiotID=141)

National Strategy for Combating Terrorism, February 2003, [http://www.globalsecurity.org/security/library/policy/national/counter\\_terrorism\\_strategy.pdf](http://www.globalsecurity.org/security/library/policy/national/counter_terrorism_strategy.pdf)

John Mearsheimer and Stephen M Walt, "An Unnecessary War," Foreign Policy, No. 134, Jan-Feb 2003  
<http://www.ituassu.com.br/anunnecessarywar.pdf>

Bruce Hoffman, "Combating Al Qaeda and the Militant Islamic Threat," Testimony Presented to the House Armed Services Committee, February 2006  
[http://www.rand.org/pubs/testimonies/2006/RAND\\_CT255.pdf](http://www.rand.org/pubs/testimonies/2006/RAND_CT255.pdf)

Marc Sageman, "The Normality of Global Jihadi Terrorism," International Security Affairs, Spring 2005, No. 8  
<http://www.securityaffairs.org/issues/2005/08/sageman.php>

Bruce Hoffman, "The Myth of Grass-Roots Terrorism: Why Bin Laden Still Matters," Foreign Affairs, May-June 2008  
<http://www.foreignaffairs.org/articles/63408/bruce-hoffman/the-myth-of-grass-roots-terrorism>

David Kilcullen, "Countering Global Insurgency," Journal of Strategic Studies, October 2004  
<http://smallwarsjournal.com/documents/kilcullen.pdf>

National Defence Strategy 2008  
<http://www.defenselink.mil/news/2008%20national%20defense%20strategy.pdf>

United States National Security Strategy, May 2010,  
[http://www.whitehouse.gov/sites/default/files/rss\\_viewer/national\\_security\\_strategy.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf)

Andrew T H Tan, US Strategy Against Global Terrorism: How it Failed and Where it is Headed (New York: Palgrave Macmillan, 2009), chapter 7

## Supplementary

Bruce Hoffman, "Terrorism's Twelve-Step Program," The National Interest, 13 January 2009

<http://www.nationalinterest.org/Article.aspx?id=20592>

Thomas E Ricks, Fiasco - The American Military Adventure in Iraq (New York: Penguin, 2007)

Peter W. Galbraith, The End of Iraq: How American Incompetence Created a War Without End (New York: Simon and Schuster, 2006)

Anthony H Cordesman, Iraq's Insurgency and the Road to Civil Conflict (Westport: Praeger, 2008)

Marc Sageman, Leaderless Jihad: Terror Networks in the Twenty-First Century (University of Pennsylvania Press, 2007)

Thomas R Mockaitis, and Paul B Rich (eds), Grand Strategy in the War Against Terrorism (London: Frank Cass, 2003)

Thomas R Mockaitis, "Winning Hearts and Minds in the War on Terrorism," Small Wars and Insurgencies, Vol. 14, No. 1, March 2003, pp. 21-38,

<http://www.ingentaconnect.com/content/routledg/swi/2003/00000014/00000001/art00002>

David Kilcullen, The Accidental Guerilla (Melbourne: Scribe, 2009)

US Army Counterinsurgency Field Manual, December 2006

<http://www.fas.org/irp/doddir/army/fm3-24.pdf>

US Government Counterinsurgency Guide, January 2009,

<http://www.state.gov/documents/organization/119629.pdf>

UN Global Counter-Terrorism Strategy

<http://www.un.org/terrorism/strategy-counter-terrorism.shtml>

Counter-Terrorism White Paper: Security Australia, Protecting our Community,

[http://www.dpmc.gov.au/publications/counter\\_terrorism/docs/counter-terrorism\\_white\\_paper.pdf](http://www.dpmc.gov.au/publications/counter_terrorism/docs/counter-terrorism_white_paper.pdf)

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## **The Rise of China**

### Essential

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## **The State of the International System**

### Essential

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John Mearsheimer, The Tragedy of Great Power Politics (New York: N.W. Norton, 2001)

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Paul Kennedy, The Rise and Fall of the Great Powers (New York: Random House, 1987)

Francis Fukuyama, The End of History and the Last Man (London: Penguin, 1992)

## **Journals and On-line Material**

As you are expected to consult, read and assess critically a large number of sources, you should also familiarize yourself with relevant academic journals in the field of International Relations. Some journals are available on-line at <http://info.library.unsw.edu.au/> (see e-journals). Another useful source of academic journals in international relations is Jstor. This database is available at <http://info.library.unsw.edu.au/> The UNSW Library has also devised an International Relations Subject guide which is designed to assist Arts & Social Sciences students locate subject resources. This is available at: <http://info.library.unsw.edu.au/sshl/guides/intrel/intrelkey.html>

## **6. Key Dates (there are lectures but no tutorials in Week 1 beginning 18 July)**

- Week 1 (beginning Monday 18 July)

**Lecture 1 – Introduction to the course**

**Tutorial 1 - No tutorials this week**

- Week 2 (beginning Monday 25 July)

**Lecture 2 – Human Security**

**Tutorial 2: Introduction to the course, and Class Discussion on Human Security**

**Is human security a useful concept?**

**What are the most important human security issues facing the world today?**

- Week 3 (beginning Monday 1 August)

**Lecture 3 – The Environment**

**Tutorial 3: Class discussion on the Environment**

**Is the planet doomed?**

**What is the way forward post-Copenhagen?**

- Week 4 (beginning Monday 8 August)

**Lecture 4 – Global Terrorism**

**Tutorial 4: Class discussion on Terrorism**

**How “new” is the challenge posed by Al Qaeda?**

**What are the causes of terrorism?**

- Week 5 (beginning Monday 15 August)

**Lecture 5 - The US Response to Global Terrorism**

**Tutorial 5 – Class discussion on the US Response to Global Terrorism**

**What are the elements of a good counterterrorism strategy?**

**Is US strategy against global terrorism working?**

**Deadline for Minor Essay (Book Review): during your tutorial in Week 6 (week beginning 22 August)**

- Week 6 (beginning Monday 22 August)

**Lecture 6 – The Rise of China**

**Tutorial 6 – Class discussion on the Rise of China**

**Can China displace the USA and dominate the world in the 21<sup>st</sup> century?**

**Is the rise of China a threat or an opportunity?**

- Week 7 (beginning Monday 29 August)

**Lecture 7 – The State of the International System**

**Tutorial 7 – Class discussion on the international system**

**What is the future of globalization?**

**Can the international system cope with the challenges?**

*Mid-Term Break – beginning Monday 5 September*

There are no lectures from Week 8 – the time is meant for students to discuss and prepare in their groups for their major group project presentation.

- Week 8 (beginning 12 September)

**No lecture**

**Tutorial 8 – Group Presentations**

- Weeks 9 (beginning 19 September)

**No lecture**

**Tutorial 9 – Group Presentations**

- Week 10 (beginning 26 September)

**No lecture**

**Tutorial 10 – Group Presentations**

- Week 11 (beginning 3 October)

**No lecture**

**Tutorial 11 – Group Presentations**

- Week 12 (beginning 10 October)

**No lecture**

**Tutorial 12 – Group Presentations**

- Week 13 (beginning 17 October)

**No lecture**

**Tutorial 13: Reserve slot for Group Presentations, and Class Discussion on OSP Year Abroad**

**What are the key challenges facing state and society in the country in which you spent your year abroad?**

- **There will be Career Development seminars organized for students in the Bachelor of International Studies. You will be advised on the dates, time and venues via email in due course.**

**Deadline for Major Essay (to be written individually):**

**By 12 noon on Monday 17 October (i.e. the start of Week 13).**

**Hand in your assignments to the School office (ie School of Social Science and International Studies, NOT the Faculty of Arts office which is a separate office) located on the ground floor.**

**ENSURE THAT YOU HAVE ALSO SUBMITTED AN ELECTRONIC COPY VIA INST3900@UNSW.EDU.AU**

## 7. Attendance

Students are expected to attend all tutorials/seminars. A satisfactory attendance record of at least 80% of scheduled classes must be met to pass the course. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

If illness or misadventure causes you to miss a tutorial, you should try to attend an alternative tutorial group during that week. It is your responsibility to inform your regular tutor of this by completing the Alternative Workshop/Tutorial Attendance Form, available on the door of the School Office. The form must be signed by the host tutor and given to your regular tutor the following week. No more than two such forms will be accepted per semester, and the host tutor is free to refuse such permission.

If illness or misadventure will cause you to miss an excessive number of tutorials (usually 3 or more), you MAY apply for Discontinuation Without Failure from the course by filling out the appropriate form available at the Faculty of Arts and Social Sciences Office. For more details about the University's policy on attendance, please consult: <https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

## 8. Assessment, Submissions and Extensions

### Formal Requirements

The assessment system has three components:

Minor Essay (Book Review)	30%
Group Presentation	20%
Major Essay	50%

### Minor Essay (30%)

You are required to write a **book review** on **any entire book** (sole-authored or edited) or **an article review of any chapter article in an edited book, or a journal article**. The books and articles should be from any reading assigned in this reading list for the **lecture topics**.

**Do not review a chapter in a sole-authored book, and do not review official documents.** The length of each review should be a minimum of 750 words and should not exceed 1,000 words. Sample book reviews can be found on Blackboard.

**The deadline for the completed book reviews is during your tutorial classes in Week 6 (week beginning Monday 22 August).**

Marks will be allocated according to the following criteria:

- written with correct spelling and grammar;
- demonstrate clarity, organization and flow;
- demonstrate an understanding of the context and the state of the literature;
- ability to summarize the key arguments of each article or book;
- demonstrate a keen awareness of different perspectives of the issue;
- ability to write a critical and balanced assessment of the strengths and weaknesses of the article or book.

**Group Presentation (20%)**

Please get together in teams of 3-5, preferably with those who went to the same country or region. The purpose of the presentation is to help develop the ability to work collaboratively as a team, and to enable you to share with the rest of the cohort some of the knowledge that you have learnt from your OSP country / region. The team is to speak for 15 to 20 minutes, followed by discussion. **The time limit will be strictly enforced.**

The questions are:

*What are the key human security or international relations challenges facing (any country or region, preferably but not necessarily where you spent your OSP year abroad)? Assess how the country or region concerned is managing them.*

**Major Essay (50%)**

You are required to write **an individual major essay** of up to 4,000 words in length including references and bibliography. The essay topic is aimed at identifying practical problems and assessing how they can be better managed. The questions are:

*What are the key human security or international relations challenges facing (any country or region, preferably but not necessarily where you spent your OSP year abroad)? Assess how the country or region concerned is managing them.*

The major essay must have a title, subtitles, references (either footnotes or endnotes) and a bibliography. An abstract may be included but this will not be treated as part of the word count. An essay is not merely a collection of facts, analyses or comments. It is important that you pose a clear set of objectives or questions and that the essay contains clarity in the form of a thesis (ie what is the argument or point that you are trying to make?)

**The deadline for the major essay (to be written individually) is 12pm on Monday 17 October (i.e. the start of Week 13).**

### **Submission of Major Essay**

It is the student's responsibility to keep a copy of their work in case of loss of an assignment. All major assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments) and an Assignment Cover Sheet (if blind marking is done). These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below). Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards please fill out one of the envelopes provided with your address if you want your assignment returned and attach it to your assignment before placing in the box.

All assignments must be submitted by the due date **unless an extension of time has been granted**. The penalty for late submission without permission is 3% (of the perfect mark) per day late, including weekends. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Those students wishing to have the hard copy of their major essay returned to their residential address should attach a self-addressed envelope to their essay.

**Hand in your assignments to the School office (ie School of Social Science and International Studies, NOT the Faculty of Arts office which is a separate office) located on the ground floor.**

**ENSURE THAT YOU HAVE ALSO SUBMITTED AN ELECTRONIC COPY VIA INST3900@UNSW.EDU.AU**

## **9. Course Evaluation**

The course will be evaluated by students towards the end of the semester, through an electronic survey. The results will be analyzed to improve the student learning experience.

## 10. Plagiarism

Plagiarism is an act of academic misconduct; for example, submitting work for assessment knowing it to be the work of another person. Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. The School of Social Sciences and International Studies views plagiarism seriously and severe penalties will apply to those students caught plagiarizing someone else's work. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism (short and long quotes). Yet, students should bear in mind that that an extensive use of long/short quotes throughout their essays (i.e. 35 percent or more of the total text) is strongly discouraged (an essay with too many quotes can hardly be regarded as students' own work). Points will be deducted from written assignments reproducing an excessive number of quotes.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms. The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- 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. 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 the proper referencing of sources in preparing all assessment items.

## 11. Criteria for Essay Assessment and Oral Presentations

Criteria	0-49% (FL)	50-64% (PS)	65-74% (CR)	75-84% (DN)	85-100% (HD)
<i>Breadth of research</i>	Limited use of relevant Material, misconceptions re meaning	Basic literature covered, understanding at basic level	Good understanding of basic literature and some evidence of wider reading	Wide range of works consulted, clear understanding shown	Extensive reading, sophisticated understanding demonstrated
<i>Comprehensiveness of argument in response to question</i>	Misconceptions about question or failure to address essential issues	Satisfactory response to question, but lacking comprehensive coverage	Competent response to question, addresses the major relevant issues	Insightful response, identifying and prioritising relevant issues	Sophisticated response comprehensive coverage and prioritisation of issues
<i>Critical analysis</i>	No evidence of critical analysis	Limited critical analysis, arguments and sources generally taken at face value	Some critical analysis with assessment of contrasting viewpoints	Good critical analysis, arguments evaluated and defended	Excellent detailed critical analysis, convincing defence of argument
<i>Use of evidence</i>	Inappropriate or no use of evidence	Limited use of evidence, not well integrated	Some use of appropriate evidence	Good use of evidence/examples to illustrate argument	Excellent use of appropriate evidence to substantiate argument
<i>Structure</i>	No evident structure	Basic structure evident, some inconsistencies	Clear structure, minor inconsistencies throughout	Clear structure, maintained consistently	Extremely clear structure, logical progression of argument
<i>Language /written expression</i>	Consistently poor spelling, grammar and syntax	Sound writing with few errors of grammar etc.	Good English expression, very few errors	Well written, clear and error free	Extremely well written, stimulating, fluent and error free
<i>Referencing</i>	Errors and inconsistencies in referencing &/or insufficient citations	Basic information provided, minor inconsistencies/errors	All information provided, consistent and error free	Accurate and consistent referencing	Accurate, consistent referencing. Extensive sources.

Note: These criteria are not necessarily weighted equally in determining the mark

## Criteria Sheet for Oral Presentations

Criteria	0-49%	50-64%	65-74%	75-84%	85-100%
<i>Argument</i>	Misconceptions about question or failure to address essential issues	Satisfactory response to question, but lacking comprehensive coverage	Competent response to question, addresses the major relevant issues	Insightful response, identifying and prioritising relevant issues	Sophisticated response comprehensive coverage and prioritisation of issues
<i>Critical analysis</i>	No evidence of critical analysis	Limited critical analysis	Some critical analysis with assessment of contrasting viewpoints	Good critical analysis, arguments evaluated and defended	Excellent detailed critical analysis, convincing defence of argument
<i>Use of evidence</i>	Inappropriate or no use of evidence	Limited use of evidence, not well integrated	Some use of appropriate evidence	Good use of evidence/examples to illustrate argument	Excellent use of appropriate evidence to substantiate argument
<i>Structure</i>	No evident structure	Basic structure evident, some inconsistencies	Clear structure, minor inconsistencies throughout	Clear structure, maintained consistently	Extremely clear structure, logical progression of argument
<i>Oral expression</i>	Poor	Sound	Good	Very good and error free	Extremely fluent and stimulating, fluent and error free

Note: These criteria are not necessarily weighted equally in determining the mark

## 12. Course grading

Grades will be awarded on the following basis:

- |                          |            |
|--------------------------|------------|
| 1. Fail (FL)             | 0 – 49%    |
| 2. Pass (PS)             | 50 - 64 %  |
| 3. Credit (CR)           | 65 - 74 %  |
| 4. Distinction (DN)      | 75 - 84 %  |
| 5. High Distinction (HD) | 85 - 100 % |

A Pass Conceded (PC) may be awarded if the performance is below that normally required for a pass. An AF (Absent Fail) indicates unsatisfactory performance, with a failure to attempt the assessment(s).

### 13. Special Consideration

The University's policy on Special Consideration – Illness and Misadventure is as follows:

The purpose of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks. Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory. - Code of Practice – Students with Disabilities: <http://www.studentequity.unsw.edu.au/codeofpr.html>

Sickness, misadventure, or other circumstance beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect your performance in assessable work, e.g. formal end of session examination, class test, laboratory test, seminar presentation, etc. You can apply for consideration for the affected assessments.

Depending on the circumstances, the University may take action to allow you to overcome the disadvantage, e.g. give you additional assessment or extend a deadline. Merely submitting a request for Special Consideration does not automatically mean that you will be granted additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Details of the university policy and procedures on Special Consideration can be found at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons since the possibility of such events are supposed to be taken into account when managing your time, nor are short illnesses suffered within a week of the due date since your assignment is assumed to

be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

You must lodge the application for SC, or notify or have a friend/family member notify UNSW Student Central, within 3 days of the event for which you are seeking SC. If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Coordinator.

## **14. Occupational Health and Safety**

UNSW has an Occupational Health and Safety Policy that staff and students must COMPLY WITH. Please refer for details to:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

The basic principles are working safely and responsibly, avoiding personal injury and protecting the safety of others, reporting hazards or incidents and any injuries or illnesses, knowing the location of emergency exits, fire-fighting equipments, first-aid cabinets and telephones, knowing what to do in the event of accidents or emergency, and cooperating fully in the conduct of any building evacuation (actual or drill). THE TELEPHONE NUMBER TO CALL IN CASE OF AN EMERGENCY IS 9385 6666.

## **15. Student Support Services**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Student Equity & Diversity Unit (9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

A list (and details) of student support services is available through the following link:

[www.unsw.edu.au/ServicesSearch/ServicesBrowse.jsp?cat=D&servicesType=student](http://www.unsw.edu.au/ServicesSearch/ServicesBrowse.jsp?cat=D&servicesType=student)

The Learning Centre is available for individual consultation and workshops on academic skills – see: <http://www.lc.unsw.edu.au/>

Contact details:

*Phone: 02 9385 2060*

*Email: [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)*

Opening Hours

*Monday to Thursday: 9 am - 5 pm*

*Friday: 9 am - 2.30 pm*

The UNSW Learning Centre is located in

*Hut G23 (Between the Mathews Building and the Upper Campus Parking Station), Level 2, Library Building (enter through the doors facing the Library Lawn and turn left)*

Student equity and diversity issues are addressed via the Student Equity officers (Disability) in the Student Equity and Diversity Unit (93854734)

Further information for students with disabilities is available at:

[www.studentequity.unsw.edu.au/disabil.html](http://www.studentequity.unsw.edu.au/disabil.html)

## **16. ELISE (Enabling Library and Information Skills for Everyone)**

Information literacy is a UNSW graduate attribute. Commencing students are expected to possess a basic level of information literacy in order to undertake their academic program effectively. It has been found that many students, regardless of their UAI or other entry criteria, do not clearly understand the use of information in the university environment.

To ensure that you have the best opportunity to succeed the University has created ELISE – an online tutorial to introduce you to the scholarly information landscape and show you how best to navigate it. ELISE is a mandatory on-line tutorial on how information is organised and used in the university context. It is a UNSW requirement that all new undergraduate students complete the tutorial and attain at least 80% in the ELISE quiz following the tutorial.

Go to <http://elise.library.unsw.edu.au/home/welcome.html> for more information. You can access the ELISE tutorial and quiz from the Blackboard homepage.