

# PIA4123: INTERNATIONAL SECURITY

---

## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

International Security

### Subject Code

PIA - Public and International Affairs

### Course Number

4123

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

AIS4123 International Security

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course bolsters students' understanding of major events and issues in the field of international security. Students will study traditional and non-traditional forms of security and survey a wide range of major security episodes that spanned

across the 20th century and affected different regions in the world. By focusing on various security cases, the students will engage in team work and apply critical and innovative thinking to analyse security challenges. With opportunities to ground their learning in a local context, the students will be able to discover real-world impacts of security threats. They will demonstrate good communication skills in group presentations and writing skills in collaborative research projects.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Recognise the historical background, nature and scope in security studies	15	x		
2	Analyse theoretical approaches in the examination of international security affairs through data interpretation and information gathering	20		x	
3	Demonstrate critical thinking skills in explaining the differences between security challenges	15	x	x	
4	Demonstrate effective oral communication skills in a team and individually	15		x	
5	Describe major security challenges	15		x	
6	Discover the difference between traditional and non-traditional forms of security and to be able to apply the relevant models to local challenges	20			x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	The instructor will present concepts, theories and case studies on security studies	1, 2, 3, 4
2	Class discussions	Both in-class and in external for a will engage students in discussions of varying types	1, 2, 3, 4, 5, 6

3	Oral presentations	Students will work in groups to lead class discussions and structured question and answer sessions on relevant topics	2, 3, 4	
4	Group Work	Students will work together to develop research, collaborative and creative thinking skills, as applied to course topics and themes	2, 3, 4, 5, 6	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance and participation	1, 2, 3, 4, 5, 6	20
2	Presentation	2, 3, 4, 5	30
3	Quiz	1, 2, 3, 4, 5, 6	50

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Presentation

**Criterion**

Quality of argument  
 Structure of individual presentation  
 Cohesiveness of overall presentation  
 Oral delivery  
 Visual aids  
 Evidence of research

**Excellent (A+, A, A-)**

Excellent structure supporting an analytical argument, individual presentation strongly supports overall presentation in answering set topic or question, clear speech, excellent use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)

**Good (B+, B, B-)**

Good structure and analytical argument, individual presentation supports overall presentation in answering set topic or question, clear speech, good use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)

**Fair (C+, C, C-)**

Adequate structure mix of description and analytical argument, individual presentation could better support overall presentation in answering set topic or question, clear speech, powerpoint dominated presentation may not support argument, spelling or grammatical errors, minimal and/or non-standard research undertaken (as covered in course)

**Marginal (D)**

Largely descriptive presentation and/or poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation minimally supports argument, spelling or grammatical errors, minimal or non-standard research undertaken (as covered in course)

**Failure (F)**

Descriptive presentation and poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation does not support argument, spelling and grammatical errors, no research evidence presented

---

**Assessment Task**

2. Participation and Attendance

**Criterion**

Contribution to class discussions  
Quality of contributions  
Attendance

**Excellent (A+, A, A-)**

Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or contemporary reports, no missed classes

**Good (B+, B, B-)**

Frequent contributions to classroom discussions and debates, contributions show good quality analysis and/or reference reading materials and/or contemporary reports, none or one missed classes

**Fair (C+, C, C-)**

Infrequent contributions to classroom discussions and debates, contributions show some quality analysis and/or reference reading materials and/or contemporary reports, 2-3 missed classes

**Marginal (D)**

Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials and/or contemporary reports, 3 missed classes

**Failure (F)**

Rare or no contributions to classroom discussions and debates, contributions are generic in nature with little reference to reading materials and/or contemporary reports, more than 3 missed classes

---

**Assessment Task**

3. Quiz

**Criterion**

Quality of argument  
Reference to texts covered in course  
Reference to contemporary events

**Excellent (A+, A, A-)**

Excellent analytical argument, excellent structure, clear incorporation of texts covered in course, clear use of contemporary events to illustrate argument, no spelling or grammatical mistakes

**Good (B+, B, B-)**

Good analytical argument, good structure, good incorporation of texts covered in course, good use of contemporary events to illustrate argument, no spelling or grammatical mistakes

**Fair (C+, C, C-)**

Largely descriptive argument, adequate structure, minimal incorporation of texts covered in course, minimal use of contemporary events to illustrate argument, some spelling or grammatical mistakes

**Marginal (D)**

Descriptive argument, poor structure, minimal or no incorporation of texts covered in course, minimal or no use of contemporary events to illustrate argument, frequent spelling or grammatical mistakes

**Failure (F)**

Descriptive argument, poor structure, no incorporation of texts covered in course, no use of contemporary events to illustrate argument, frequent spelling or grammatical mistakes

## Part III Other Information

**Keyword Syllabus**

World Wars; Vietnam, Cambodia, Korea, Cold War and beyond; traditional security; non-traditional security; security communities and democratic peace; health security; environmental and energy security; societal security; war and peace keeping; migration and international security; territorial disputes and regional security; national security policies and strategic choices of world and regional powers.

**Reading List****Compulsory Readings**

	Title
1	Kennedy, P., 1989. The Rise and Fall of the Great Powers. London: Fontana Press
2	Calvocoressi, P., 2000. World Politics Since 1945. 8 ed. London: Longman
3	Hough, P., 2004. Understanding Global Security. London: Routledge.

**Additional Readings**

	Title
1	Further core and additional readings (articles, chapters, thinktank reports, and/or news items) will be provided to the students in the course outline.