City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2022/23

Part I   Course Overview

Course Title:	**Security Studies**
Course Code:	**PIA5031**
Course Duration:	**One Semester**
Credit Units:	**3**
Level:	**P5**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**AIS5031 Security Studies**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract

In an uncertain world what does it mean to be secure?   How can we know if we are being threatened, and what tools can we employ to understand how serious the threat is?   Strategic and security studies scholars within the field of international relations have had a long-standing interest in these questions.   Now, more than ever, they are address concerns of relevance to everyone.

This course is designed to provide students with an appreciation of the regional security environment.   While issues of contemporary concern are given the most attention, students are also exposed to historical issues as well as the appropriate theoretical methodologies.   Given the daily media coverage of these issues, it is intended that on completion of the course students will have a more detailed understanding of the way in which a diverse range of factors (such as economic issues, political events, social movements) can lead to situations of security or insecurity. This will provide them with a solid foundation from which to undertake innovative learning and discovery practices.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Compose a detailed understanding of the challenges posed to Asia by security threats		✓	✓	✓
2.	Be able to build, modify, and use the key security theories to these challenges			✓	✓
3.	Identify how different actors create and resolve insecurities		✓	✓	
4.	Judge how regional and international institutions and networks interface to address insecurity			✓	✓
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures: the instructor will present overviews of key cases and issues	✓	✓	✓	✓			
2	Group Discussions: students will analyse weekly readings and discuss their findings	✓	✓	✓	✓			
3	Oral presentations: Students will work in groups to lead class discussions and structured question and answer sessions on relevant topics	✓	✓	✓	✓			
4	Research: students use relevant materials to complete two quizzes as set by the instructor	✓	✓	✓	✓			
5	Participation: students will engage in active learning groups to develop deeper understandings of key texts and real world challenges.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Presentation	✓	✓	✓	✓			30	
Participation		✓	✓				20	
Quizzes		✓	✓	✓			50	
Examination: 0% (duration: **N/A** , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Presentation	Quality of argument Structure of individual presentation Cohesiveness of overall presentation Oral delivery Visual aids Evidence of research	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 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)	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)	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)
2. Participation	Contribution to class discussions Quality of contributions attendance	Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or contemporary reports, no missed classes	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.	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	Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials and/or contemporary reports, 3 missed classes
3. Quizzes	Quality of argument Structure of argument Evidence of subject knowledge	Excellent analysis, Excellent use of contemporary events and theories/models, clear structure, extensive and high-quality sources incorporated into responses, no spelling or	Good analysis, good use of contemporary events and theories/models, clear structure, good range and quality of source materials incorporated into answers, no spelling or grammatical mistakes	Mostly descriptive answers, some use of contemporary events and theories/models, problematic structure in answers, limited use of source materials incorporated into	Purely descriptive answers, minimal or no use of contemporary events and theories/models, unclear structure in answers, limited range and low quality of materials

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		grammatical mistakes		answers, no spelling or grammatical mistakes	incorporated into answers, spelling or grammatical mistakes. Inability to answer questions

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation	Quality of argument Structure of individual presentation Cohesiveness of overall presentation Oral delivery Visual aids Evidence of research	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 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)	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)	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)	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
2. Participation	Contribution to class discussions Quality of contributions attendance	Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or	Frequent contributions to classroom discussions and debates, contributions show good quality analysis and/or reference reading	Infrequent contributions to classroom discussions and debates, contributions show some quality analysis and/or reference reading	Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials	Rare or no contributions to classroom discussions and debates, contributions are generic in nature with little reference to reading materials

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		contemporary reports, no missed classes	materials and/or contemporary reports, none of one missed classes	materials and/or contemporary reports, 2-3 missed classes	and/or contemporary reports, 3 missed classes	and/or contemporary reports, more than 3 missed classes
3. Quizzes	Quality of argument Structure of argument Evidence of subject knowledge	Excellent analysis, Excellent use of contemporary events and theories/models, clear structure, extensive and high quality sources incorporated into responses, no spelling or grammatical mistakes	Good analysis, good use of contemporary events and theories/models, clear structure, good range and quality of source materials incorporated into answers, no spelling or grammatical mistakes	Mostly descriptive answers, some use of contemporary events and theories/models, problematic structure in answers, limited use of source materials incorporated into answers, no spelling or grammatical mistakes	Partially descriptive answers, minimal or no use of contemporary events and theories/models, unclear structure in answers, limited range and low quality of materials incorporated into answers, some spelling or grammatical mistakes.	Purely descriptive argument, no use of contemporary events and theories/models, unclear structure in answers, no use of source materials incorporated into answers, frequent spelling or grammatical mistakes

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
       (An indication of the key topics of the course.)

human security, securitization, Copenhagen School, economic security, political security, narco-trafficking, human-trafficking, people smuggling, cybercrime, cyberwarfare, food security, energy security, environmental security, interventions, NATO, UN

2.   **Reading List**
2.1   **Compulsory Readings**
       (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Required Texts

Dupont, Alan. *East Asia Imperilled: Transnational Challenges to Security*. Cambridge: Cambridge University Press, 2001.

Hough, Peter. *Understanding Global Security*. London: Routledge, 2004.

Supporting Text

Buzan, Barry, Wæver, Ole, and de Wilde Jaap. *Security: A New Framework for Analysis*. London: Lynne Rienner, 1998.

Journals and Chapters

Mathews, J. T., 'Redefining Security' *Foreign Affairs*. (Vol. 68 No. 2, 1989), pp. 162-177.

Baldwin, D. A., 'The Concept of Security' *Review of International Studies*. (Vol. 23 No. 1, 1997), pp. 5-26.

Annan, Kofi A., 'Two Concepts of Sovereignty', *The Economist*. (No. 352, 18 September 1999), pp. 49-50, <http://www.un.org/News/ossg/sg/stories/kaecon.html>.

Freedman, L., 'International Security: Changing Targets', *Foreign Policy*. (No. 110, 1998), pp. 48-63.

Krause, K. and M. C. Williams, 'Broadening the Agenda of Security Studies: Politics and Methods', *International Studies Quarterly*. (Vol. 40, 1996), pp. 229-254.

Rothschild, E., 'What Is Security?', *Daedalus*. (Vol. 124 No. 3, 1995), pp. 53-98.

Ullman, R. H., 'Redefining Security', *International Security*. (Vol. 8 No. 1, 1983), pp. 129-153.

Kahler, Miles. 'Economic security in an era of globalization: definition and provision', *The Pacific Review*, (Vol. 17 No. 4 2004), pp. 485–502.

UNDP. *New Dimensions of Human Security*. 1994 Human Development Report, <http://hdr.undp.org/reports/global/1994/en/>.

Warr, Peter. 'Poverty and Growth in Southeast Asia', *ASEAN Economic Bulletin*. (Vol. 23 No. 3, December 2006), pp. 279-202.

Nichiporuk, Brian, Clifford Grammich, Angel Rabasa and Julie DaVanzo. 'Demographics and Security in Maritime Southeast Asia', *Georgetown Journal of International Affairs*. (Vol. 7 No. 1, Winter 2006). pp.83-91

Final Report of the Commission on Human Security, <http://www.humansecurity-chs.org/finalreport/>.

Zakaria, Fareed, 'The Rise of Illiberal Democracy', *Foreign Affairs*, (Vol. 76 No.6 Nov/Dec97), pp. 22-43.

Lee, June. 'Human Trafficking in East Asia: Current Trends, Data Collection, and Knowledge Gaps', *International Migration*. (Vol. 3 No. 1/2, 2005), pp. 165-201.

Lee, M. 'Understanding Human Trafficking' in Lee (ed.), Human Trafficking. (Cullompton, Willan, 2007), pp. 1-25.

Skeldon, Ronald. 'Trafficking: A Perspective from Asia', *International Migration*. (Special Issue 2000/1), pp. 7-30.

Emmers, Ralf. *Globalization and Non-Traditional Security Issues: A Study of Human and Drug Trafficking in East Asia*. IDSS working paper. No. 62. (Singapore: Institute of Defence and Strategic Studies, March 2004).

Dziedzic, M. 'The Transnational Drug Trade and Regional Security', *Survival*. (Vol. 31 No.6, November/December 1989).

Lee, Rensselaer. 'Global reach: The threat of international drug trafficking', *Current History*. (Vol. 94 No. 592, May 1995), pp. 207-211.

Contreras, Antonio. 'Civil Society, Environmental Security and Knowledge: Forest Governance in Thailand and the Philippines in the Context of ASEAN', *International Environmental Agreements: Politics, Law and Economics*. (Vol. 4, 2004), pp. 179–193.

Eckersley, Robyn. 'Ecological Intervention: Prospects and Limits', *Ethics & International Affairs*. (Vol. 21 No. 3, Fall 2007), pp. 293-316.

Lukin, Artyom. 'Environmental Security of Northeast Asia: A Case of the Russian Far East', *Asian Affairs: an American Review*. (Vol. 34 No. 1, Spring 2007), pp. 23-35.

Starr , Joyce. 'Water Wars', *Foreign Policy*. (Spring 1991), pp. 17-36.

Jaffe, Amy Myers and Steven W. Lewis. 'Beijing's Oil Diplomacy', *Survival*.   (Vol.44 No.1, Spring 2002), pp. 115-134.

Gawdat Bahgat. 'Oil Security at the Turn of the Century: Economic and Strategic Implications', *International Relations*. (Vol. 14, No. 6, 1999), pp. 41-52

Lall, Marie. 'Indo-Myanmar Relations in the Era of Pipeline Diplomacy', *Contemporary Southeast Asia*. (Vol. 28 No. 3, 2006), pp. 424–46.

Caballero-Anthony, Mely. 'SARS in Asia', *Asian Survey*. (Vol. 45, Issue 3, 2005), pp. 475–495.

Singer, Peter, 'AIDS and International Security', *Survival*. (Vol.44 No.1, Spring 2002), pp.145-158.

Chow, Jack C. 'Health and International Security', *The Washington Quarterly*. (Vol. 19 No.2, Spring 1996).

Csonka, Peter. 'The Council of Europe Convention on Cyber Crime: A Response to the Challenge of the New Age', in Broadhurst, Roderick and Grabosky, Peter (eds.) *Cyber Crime: The Challenge in Asia*. (Hong Kong; Hong Kong University Press, 2005), pp. 303-326.

Ortis, Cameron and Evans, Paul.   'The Internet and Asia-Pacific Security: old conflicts and new behaviour', *The Pacific Review*. (Vol 16 No.4, 2003) pp. 549-570.

Walden, Ian.   'Crime and Security in Cyberspace', *Cambridge Review of International Affairs*. (Vol. 18 No. 1, April 2005), pp. 51-68.

Cotton, James.   'The Proliferation Security Initiative and North Korea: Legality and Limitations of a Coalition Strategy', *Security Dialogue*. (Vol. 36 No. 2, 2005), pp. 193-211.

Elden, Stuart. 'Contingent Sovereignty, Territorial Integrity and the Sanctity of Borders', *SAIS Review*. (Vol. 26 No. 1, Winter 2006), pp. 11-24.

Moore, Jonathan. 'Deciding Humanitarian Intervention', *Social Research*. (Vol. 74 No. 1, Spring 2007), pp. 169-200.

2.2   Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

Online Resources:

Such resources will be used to provide students with key policy statements or official documents, such as:

Annan, Kofi A., 'Two Concepts of Sovereignty', *The Economist*. (No. 352, 18 September 1999), pp. 49-50,

<http://www.un.org/News/ossg/sg/stories/kaecon.html>.

UNDP. *New Dimensions of Human Security*. 1994 Human Development Report, <http://hdr.undp.org/reports/global/1994/en/>.

Final Report of the Commission on Human Security, <http://www.humansecurity-chs.org/finalreport/>.

United States, State Department. *Trafficking in Persons Report*. June 2009. Available online at <http://www.state.gov/g/tip/rls/tiprpt/2009/>.

UNDP. *New Dimensions of Human Security*. 1994 Human Development Report, <http://hdr.undp.org/reports/global/1994/en/>.