UNIVERSITY OF NOTTINGHAM

MALAYSIA CAMPUS

School of Politics, History and International Relations

Human Security
PHIR4022

Level 4

Autumn Semester 2018

Convenor: Dr. Amjad Rabi

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Office: KLTC

Office Hours: By appointment

Lectures:
Thursday – 6:30-9:30pm
Location – KLTC

Human Security

Level 4 course
This module provides an introduction to human security through, exploring both the theoretical aspects associated with the human security agenda and the work of leading human security actors. Areas to be address include:
- Key changes in the global security environment since the end of the Cold War
- Theoretical debates within security studies
- The linkages between Human Security and broader development agenda
- Humanitarian Action Framework (principles of Humanitarian action);
- The role of leading NGOs and IGOs in responding to human security crises;
- Disaster Management, including preparedness and disaster relief, operational challenges, such as coordination, planning and management, ethical considerations, managing organizational networks, climate change, programming, disaster reduction;
- The role of national governments in human security and legal aspects, international humanitarian law.

Aims of the Course

By the end of the module students will:
- Will have acquired an enhanced understanding of the concept of security and an in depth appreciation of a range of contemporary threats to security
- Will have developed their understanding of and ability to access, a range of international organizations and sources of information.

Learning Outcomes:
a) Knowledge and understanding
- Explain the concept of human security
- Explain its salience particularly in developing countries
- Assess policy interventions in pursuit of human security

b) Intellectual skills
- Critically evaluate the advantages and disadvantages of various human security strategies and analyze their efficacy in different contexts
- Examine which contexts will be best served by a different human security approaches and discern what type of intervention is appropriate to particular contexts

c) Professional and practical skills
- Analyze human security problems in the field taking account of the multi-causal nature of such problems
- Identify appropriate human security strategies for different contexts

d) Transferable (key) skills. Through active participation in the module students will acquire:
- Develop project planning skills

- Express complex ideas through academic assignments
- Develop advanced research skills with library-based and electronic resources

Module Evaluation

Evaluation and feedback are crucial to the success of any module. The School wants students to have their say on Politics modules. Therefore modules are formally evaluated on a biennial basis, so please use this opportunity to have your say. If you have any other comments or queries regarding this module, please contact the Module Convenor.

Lecture Schedule

Date	Title	Lecturer
Sept 27	**Lecture 1**: Introduction to Human Security, foundations for human security, root causes, operationalising Human Security, and global governance Reading: 1. *Human Security in Theory and Practice.* An Overview of the Human Security Concept and the United Nations Trust Fund for Human Security. Human security Unit, the United Nations. Available at https://www.unocha.org/sites/dms/HSU/Publications%20and%20Products/Human%20Security%20Tools/Human%20Security%20in%20Theory%20and%20Practice%20English.pdf 2. Alkire, Sabina. 2003. "*A Conceptual Framework for Human Security.*" University of Oxfor. Available at *http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.580.2805&rep=rep1&type=pdf*	AR
	Part 1: Freedom from Want	
Oct 4	**Lecture 2**: Strategic Framework, Earnings and Discrimination, Poverty, measurement, issues, marginalization, and consequence of poverty Discussion Case Study: Arab Spring (Early Phase) Resources: for further in-depth understanding for concepts presented and discussed in class, you can access: 1- Multidiminsional Poverty at http://hdr.undp.org/en/content/multidimensional-poverty-index-mpi 2- HDI at http://www.hdr.undp.org/en/content/measuring-human-progress-21st-century 3- Bristol Approach to measure poverty at https://www.bristol.ac.uk/poverty/pse/conf_pap/mex01_jrb.pdf	AR

| Oct 11 | **Lecture 3:** Income Security
1- Demographic reality and needs for income security
2- Gender dimension to income security
3- Role of the state: review of schools of thought
4- The Social Protection Floor
5- Emergencies and role of cash transfers

Discussion Case Study: Emergency Cash Transfer as Human Security Response to Nepal earthquake of 2015

Reading:

1- *Social Protection Floor: For a Fair and Inclusive Globalization*. ILO. Available at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_165750.pdf
2- *The World Social Protection Report*: http://www.socialprotectionfloor-gateway.org/files/WSPR.pdf

Required **prior** reading for the case study: The Road to recovery: Cash Transfers as an Emergency Response to Nepal's Earthquake of 2015 and a Catalyst for Consolidating Nepal's Social Protection Floor. Available at: http://www.cashlearning.org/resources/library/706-the-road-to-recovery-cash-transfers-as-an-emergency-response-to-nepals-earthquake-of-2015-and-a-catalyst-for-consolidating-nepals-social-protection-floor- | AR |
| Oct 18 | **Lecture 4:** Non-Income Dimensions and Human security
1- Health Care
2- Education
3- Child Labour
4- Access to Rights and Gender Discrimination

Case study: Child Marriage in Malaysia

Reading:

1- *Gender and Human Security: A View from the Baltic Sea Region.* Editor Žaneta Ozoliņa, 2015

2- *WHO (2007) The World Health Report 2007 - A safer future: global public health security in the 21st century. Available at: http://www.who.int/whr/2007/en/*
3- *UNICEF, The State of the World's Children 2004: Education and Child labour. Available at https://www.unicef.org/sowc04/sowc04_education_child_labour.html*

Required **prior** reading for the case study: | AR |

	1- UNICEF, Child Marriage in Malaysia, available at: https://www.unicef.org/malaysia/ChildMarriage_Malaysia_WorkingPaper_v2.pdf 2- Read also news items such as: https://www.thestar.com.my/news/nation/2018/07/17/41-year-old-man-wanted-to-marry-child-bride-since-she-was-7/, 3- You may also listen to: https://www.bfm.my/feminist-fridays-67-child-marriage-the-cost-of-inaction.html	
Oct 25	**Lecture 5:** Inequity, urban Poverty, Upward Social Mobility, and Human Security	Dr. Muhammed Abdul Khalid /Chief Economic Advisor to PM
	Urbanization and Human Security: Global Perspective Reading: 1- Muhammed Abdul Khalid, "Colour of Inequality: Ethnicity, Class, Income and Wealth in Malaysia." KL: MPH Group Publishing, 2014". **Note:** I very much recommend you buy this bestselling book, it is a great read. You find it in all bookstores in Malaysia. 2- Muhammed Abdul Khalid, "Climbing the Ladder: Socio-economic Mobility in Malaysia." KL: KRI, 2016 Available at: http://www.krinstitute.org/assets/contentMS/img/template/editor/Technical%20Paper_Social%20Mobility%202027%20Oct%2016_Website_V2%20(002).pdf 3- UNICEF and DM-analytics, "Children Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur." KL: UNICEF Malaysia Available at: https://www.unicef.org/malaysia/FINAL-REPORT-1.pdf	AR
	Part Two: Freedom from Fear	
Nov 1	**Lecture 6:** Human Security challenges in global migration – UNHCR Reading: 1. Castles, S. & Miller, M. J. (2009). *Migration in the Asia-Pacific Region*. *Migration Information Source* [Online], Available at: http://www.migrationinformation.org/Feature/display.cfm?ID=733.	UNHCR AR

	2. Weiner, M., (1993), "Security, Stability, and International Migration". *International Security,* 17 (3), 91-126. 3. Adamson, F. B., (2006), "Crossing Borders: International Migration and National Security". *International Security,* 31 (1), 165-199.	
Nov 8	**Lecture 7:** Conflict and Emergency Context: UNICEF Response	Ms. Pashmina Naz Ali/ UNICEF
	Social Protection in Syria Prior to 2010 Reading: - To be added later - For social protection in Syria before 2010, see: Rabi, Inter-Regional Project: How to Strengthen Social Protection Coverage in the Context of the European Union Agenda on Decent work and Promoting Employment in the Informal Economy. Syrian Arab Republic- A Case Study. Geneva: International Labour Office. Available at: http://www.social-protection.org/gimi/gess/RessourcePDF.action;jsessionid=e96b8a7727b89a1f0fb1433d880497f162174dbfee86b109b9d3b6c13c8dd4b8.e3aTbhuLbNmSe34MchaRahaPc3n0?ressource.ressourceId=7165 (**Short essay due**)	AR
Nov 15	**Lecture 8:** Turkey's Humanitarian Policy in Response to Syria's crisis	H.E. Dr. Merve Safa Kavakçı, Ambassador of Turkey
	Students Presentations I Reading: - How UN Humanitarian Aid Has Propped Up Assad. Foreign Affairs, September 20, 2018. Available at: https://www.foreignaffairs.com/articles/syria/2018-09-20/how-un-humanitarian-aid-has-propped-assad - To be added later	Students

Nov 22	**Lecture 9:** Comparing International Human rights and humanitarian law	ICRC
	Students Presentations II	Students
	Resources:	
	• International humanitarian law: A universal code: Video: https://www.youtube.com/watch?v=jwqRo4Xkix8	
	• International humanitarian law and the challenges of contemporary armed conflicts, 31 October 2015: https://www.icrc.org/en/document/international-humanitarian-law-and-challenges-contemporary-armed-conflicts	
	• IHL and human rights overview: https://www.icrc.org/eng/war-and-law/ihl-other-legal-regmies/ihl-human-rights/overview-ihl-and-human-rights.htm	
Nov 29	**Lecture 10:** Presentations III	Students
	Conclusion	AR
	(Last class)	
Dec 6	**Long essay due**	

Assessments:

Assessment		
	Weighting (%)	Deadline Date
CW 1: **Short essay** (2000 words – including references)	30%	Nov 8, 2018
CW 2: **Long essay** (3000 words – including references)	50%	Dec 6, 2018
CW 3: **Presentations**	20%	Nov 15, Nov 22, and Nov 29, 2018

Important:

*For **any** credit to be awarded:* **Different questions must be answered** for CW1 and CW2 and/or address different substantive cases.

Any essay handed in after the deadline will have 5% of the original mark deducted per working day, unless an extension has been approved in advance. Applications for extensions will not normally be considered retrospectively. Any student wishing to apply for an extension should collect and complete the necessary forms from the School Office and submit these to the relevant Year Tutor together with any necessary documentary evidence.

CW 1: Essay (short) 30%

In this assignment you will analyse a particular human security problem addressing how an agency and/or national government responded to the case in question. The goal here is not to write a PR puff piece for an IGO, NGO or national government but to engage thoughtfully and critically with your selected case. This document CAN serve as the basis for your case study presentation.

CW2: Essay (Long) 50%

Address one of the assessed essay questions listed below. All the normal rules regarding style, structure, and referencing apply. If you are unsure about your essay writing or research skills please consult any or all of the following: the PHIR writing guide, the module convenor and/or your personal tutor. Write boldly and reference regularly!

CW 3: Presentation 20%

Over the last 2 teaching sessions, students will give a 15-20 minute presentation on a particular human security intervention. The type of human security intervention is up to you – it can be a response to a natural disaster or an armed humanitarian intervention. Beyond describing the background information (i.e. conditions that lead to the crisis) the goal is to discuss the efficacy of the intervention in a way that demonstrates an understanding of the human security agenda and the debates therein.

Long essay assessed titles:

You must choose essays from the following set of titles

1. How / is the human security agenda being implemented in national development policies?

2. Are human security problems solely the purview lesser developed countries (LDCs), or can states in the global north have human security problems too?

3. Discuss differences in perception over Human Security between states in the global North and South

4. What is the relationship between development agencies (national or international) and NGOs in the implementation of Human Security agendas? Use a case to discuss.

5. Have post-Washington Consensus development policies (i.e. ones enacted by multi-lateral lending institutions) strengthened or weakened the human security outcomes in the global south?

6. To what extent have Neoliberal development policies exacerbated Human Security problems in the global south?

7. On balance, do UN development agencies serve the interest of donors or recipients? Using the case of UNICEF, UNDP or UNHCR, discuss the politics of "donor-agency relationships" in relation to the implementation of Human Security agendas.

8. What is the "Development and Security nexus" and is Human Security agenda an extension of this?

9. Discuss the proposition that, rather than "fixing" human security problems, development agendas exacerbate them

10. How does the Human Security agenda fit within wider conception debate within security studies, particularly, notions of traditional versus non-traditional Security?

11. How can we "measure" human security outcomes? Are benchmarks like Poverty Rate, GDP, MDGs, SDGs etc. appropriate, why or why not?

12. Economic Insecurity is one of the drivers for political and social insecurity, creating conditions for violence and unrest at state, regional, and/or global level. Use a case study to discuss.
13- Are the two concepts of human security- freedom from want and freedom from fear- complementary to one another?

14- Are the interests of nation-state incompatible with narrow and broad version of human security? Can promoting human security maximize the traditional notion of security?

15- Rohoda Howard-Hassmann (2012) has questioned the human security framework by asking if the concept has the potential to "undermine the primacy of civil and political rights as a strategic tool for citizens to fight for their rights against their own states". Discuss in depth.

16- Is social harmony, the collective security, a human security? Examine the Asian Values Thesis and provide critique

Coursework Support:

There are a number of networked PCs across campus to facilitate access to information on holdings.

As Module Convenor please do not hesitate to contact me if you have any difficulties with the module or assessed work. Appointments to meet can be made by calling me on my direct line or via email. My contact details are noted at the front of this module outline.

Reading Information:

In addition to the required readings, the following sources might be helpful:

General reading on Security Studies and texts

Textbooks:

Baylis, J, Wirtz, J & Gray, C (eds), 2010, *Strategy in the Contemporary World,* Oxford University Press

Collins, Alan (ed) 2008, *Contemporary Security Studies,* Routledge

Williams, Paul (ed) *Security Studies: An Introduction,* Oxford University Press (*e-version available on library portal)

Key general readings in security studies:

Booth, Ken (1991), 'Security and Emancipation', *Review of International Studies* Vol. 17, No. 4: 313-327.

Booth, Ken (2007), *Theory of World Security,* Cambridge University Press.

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

Buzan, Barry (1991), *People, States and Fear,* 2nd ed., Boulder, CO: Lynne Rienner, 1-25

Burgess, J. P., 'Non-Military Security Challenges', in Craig A. Snyder (ed), *Contemporary Security and Strategy.*

Buzan, Barry Ole Wæver and Jaap de Wilde (1998), *Security: A New Framework for Analysis,* Boulder: Lynne Rienner, esp. chaps. 1 and 2.

Krause, Keith and Michael C. Williams (1997), 'From Strategy to Security: Foundations of Critical Security Studies', in Krause, Keith and Michael C. Williams (eds), *Critical Security Studies,* Minneapolis: University of Minnesota Press.

Mathews, Jessica Tuchman (1989), 'Redefining Security', *Foreign Affairs* Vol. 68, No. 2: 162-177

McSweeney, Bill (1999), *Security, Identity and Interests: A Sociology of International Relations,* Cambridge: Cambridge University Press, esp. chap. 1 (2 and 3 are also useful).

Miller, Steven E. (2001), 'International *Security* at Twenty-five: From One World to Another.', *International Security* Vol. 26, No. 1: 5-39.

Mutimer, David, 'Beyond Strategy: Critical Thinking on the New Security Studies', in Craig A. Snyder (ed), *Contemporary Security and Strategy.*

Nye, Joseph and Sean Lynn Jones (1988), 'International Security Studies: Report of a Conference on the State of the Field', *International Security* Vol. 12, No. 4: 5-27.

Ullman, Richard (1983), 'Redefining Security', *International Security* Vol. 8, No. 1: 129-153.

Wæver, Ole (1995), 'Securitization and Desecuritization', in Ronnie D. Lipschutz (ed), *On Security,* New York: Columbia University Press.

Wolfers, Arnold (1962), '"National Security" as an Ambiguous Symbol', in *Discord and Collaboration,* Baltimore: Johns Hopkins University Press.

Human Security agenda / Development and Security:

Chandler, David (2013) *Freedom versus necessity in International Relations: human-centred approached to security and development,* Zed Books, London. (*e-version available on library portal)

***Commission on Human Security (2003), *Human Security Now,* New York: United Nations, chap. 1.

Duffield, Mark (2014) *Global Governance and the New Wars: the Merging of Security and Development*, Zed Books. (*e-version available on library portal)

Falk, Richard (1995), *On Humane Governance,* Cambridge: Polity Press, chap.5.

Jasparro, Christopher and Jonathan Taylor (2008) 'Climate Change and Regional Vulnerability to Transnational Security Threats in Southeast Asia', *Geopolitics*, 13:2, 232-256

Kerr, Pauline, 'Human Security', in Alan Collins (ed), *Contemporary Security Studies,* chap. 6.

Linklater, Andrew (2005), 'Political Community and Human Security', in Booth, Ken (ed), *Critical Security Studies and World Politics,* Boulder, CO: Lynne Rienner.

Martin, Mary and Owen, Taylor (2014) *Routledge Human Security Handbook*, Routledge. (*e-version available on library portal)

MacFarlane, S.N. (2006) *Human security and the UN: a critical history*, Indiana University Press, Bloomington. (*e-version available on library portal)

Neff, Jorge (1999) Human security and mutual vulnerability: the global political economy of development and under-development, *International Development Research Centre*, Ottawa. (*e-version available on library portal)

Nishikawa, Yukiko (2009) 'Human Security in Southeast Asia: Viable Solution or Empty Slogan?', *Security Dialogue*, 40: 213-236

Thomas, Caroline (2000) *Global governance, development and human security: the challenge of poverty and inequality,* Pluto Press, London. (*e-version available on library portal)

In addition you will benefit from regularly reading recent issues of security themed academic journals. Examples include *International Security, Security Dialogue, International Peacekeeping, Critical Security* and the *Review of International Studies.* Many journals are now available to read electronically. Always check that a journal is available electronically through electronic collections such as JSTOR.

Guidance on Essay Writing:

A short guide for students on essay writing skills and an outline of the marking criteria used by staff is available from the School Office.

Plagiarism

Plagiarism is the passing off of someone else's work as one's own. This is a serious academic offence. To avoid plagiarism you must make sure that quotations from whatever source are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. It is not enough just to list sources in a bibliography at the end of your essay or dissertation if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or

the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work. Similarly, if you are paraphrasing someone else's ideas in your own words, you should acknowledge the source of those ideas.

The School of Politics, History and International Relations has adopted the Turnitin software that identifies cases of plagiarism.

Full details of the University rules on matters of academic cheating, including plagiarism, can be found in the Student Handbook and the Quality Manual for Students on the university's website:
http://www.nottingham.ac.uk/qualitymanual/assessment/offences.htm

If you are having difficulty with your work it is important to seek help from your tutor rather than be tempted to use unfair means to gain marks. Do not risk losing your degree and all the work you have done.

Submission & Turnitin

Coursework essays and assignments are set and marked by the tutor for that module. You can expect to receive your marked work back in approximately two weeks.

Assignments must be submitted online via Turnitin. It must be submitted along with an Essay/Assignment Mark and Evaluation Sheet by 11:59pm on the due date.

Please note:
1. Candidates MUST submit an e-version of the assignment via the turnitin which can be accessed the relevant module's Moodle page.
2. The First Page of your Turnitin submission should be the Essay/Assignment Mark and Evaluation Sheet (with electronic signature). This should be available on your module home page. A copy is provided in this Handbook (See 10.3 Appendix C.). Please ensure that you complete the Sheet before submission.
3. In interests of fairness and consistency, the 23:59hrs deadline is strictly applied.
4. Any essays submitted late without prior authorisation will have 5% deducted for each working day (or part thereof after 2359hrs).
5. **Allow yourself plenty of time to submit the essay electronically**. If for any reason you cannot submit electronically via the module Moodle page send an electronic version to your module instructor before due date and time.

Essays should be typed, preferably 1½ - 2 line spaced, and use **Verdana 10 font**. They should use proper referencing system throughout (see the *Style Guide for Essays & Dissertations* available from the Faculty Administration Office).

All submitted essays should an Essay Mark and Evaluation Sheet attached. This includes a plagiarism declaration, and will be returned to you with your tutor's comments.

It is your responsibility to keep a copy of every assessed essay. Work can be mislaid, and if this happens, even if it is not your fault, you may be asked to resubmit, **as work which has not been assessed by the proper examination procedures cannot count as having been completed.**