

HUMAN SECURITY IN AN ERA OF COMPLEX CHALLENGES

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Summary of content

The proposed module introduces students to the main theories of security and provides students with a comprehensive and analytical overview of new security challenges.

National security policy, and more specifically the nationalising of security policy, has been competing with an increasing recognition that many security problems are transnational in nature and can only be tackled in cooperative efforts. Yet, while the EU and NATO have given institutional expression to such cooperative efforts, their member states, especially since 9/11 and similar attacks in the UK, Spain and Norway for example, have to some extent begun to emphasise more strongly the need for a national security policy/strategy/doctrine.

This raises important questions in relation to the incorporation and implementation of the human security concept in the actual practice of security policy at the national and supra-national levels:

1. To what extent is the concept of human security reflected in national/regional security strategies/doctrines? Is it a guiding principle or merely peripheral? Especially, can the “holistic approach” be usefully conceptualised through the human security lens?
2. Are the uses of the concept compatible across individual states and between states? Is there a trend of convergence or divergence in the use of the concept? What are the causes and consequences of either trend?
3. How do notions of human security in national strategies/doctrines translate into policy practice and with what consequences for the implementation and success of security policy? In particular, do external policies more broadly reflect human security priorities set, if applicable, by security strategies/doctrines—putting into practice a “holistic approach”— or is their implementation guided by a set of different priorities (and are these in line with notions of human security)?

There is no intention to advocate any particular approach, but participating students will be encouraged to adopt a questioning stance on human security approach, assess its advantages, query its shortcomings, and realise its limits in describing, explaining, and predicting events and processes critical to our ability to manage security challenges. The module then allows students to apply this knowledge to relevant case studies, simulation games and roundtables. Cases to be discussed in greater depth in seminars include the violent conflicts and civil wars, security-related environmental issues, human and societal dynamics, the causes, consequences and remedies of failed states, defence against terrorism and organised crime.

Educational aim

The main aim of this module is to enhance knowledge and awareness among students of issues relating to human security with specific reference to new security risks, threats and challenges.

Learning objectives

The key skills the module will hone and further develop are:

- Skills of self-direction, self-evaluation and time management;
- Knowledge and understanding of the key issues relevant to human security;
- Intellectual skills to evaluate the usefulness of main approaches to security in relation to specific security issues;
- Skills of conceptual, original and independent thinking, critical analysis, synthesis and reasoned argument;

Skills of assessment and judgement in relation to the soundness of competing arguments and scenarios, including the reporting and assessing of qualitative and quantitative data;

Professional/practical skills: research skills in identifying, locating and exploiting a wide range of descriptive, evaluate and theoretical literature;

IT skills: related to word processing and online and library research.

Module evaluation and feedback

Evaluation and feedback are critical to the success of this module. Module is evaluated on an annual basis, so students use this opportunity to have their say.

COURSE OUTLINE: LECTURE AND SEMINAR TITLES

1. The Evolution of International Security Studies

Core indicative reading:

Buzan Barry and Lene Hansen (eds.) (2007) *International Security*, London: SAGE

Buzan Barry and Lene Hansen (2009) *The Evolution of International Security Studies*, Cambridge: Cambridge University Press, pp. 8-60

Dunn Myriam and Mauer Victor (2012) *The Routledge Handbook of Security Studies*, New York: Routledge, pp. 9-84

2. International Security Studies post-Cold War: the Traditionalists

Core indicative reading:

Realist Theories of War and Peace: in Brawn Michael (ed.) *Theories of War and Peace*, MIT Press, pp. 3-94

Mearsheimer John (2001) *The Tragedy of Great Power Politics*, New York: W.W. Norton, p.1-167

3. Widening and Deepening Security

Core indicative reading:

Collins, Alan (ed.) (2007) *Contemporary Security Studies*, Oxford: Oxford University Press

Fierke, Karin (2007) *Critical Approaches to International Security*, Cambridge: Polity

Hough, Peter (2004) *Understanding Global Security*, London: Routledge

4. What is Human Security?

Core indicative reading:

Kaldor Mary (2007) *Human Security*, Cambridge: Polity

Reveron, Derek and Mahoney-Norris K. (2011) *Human Security in a Borderless World*, Westview Press

5. Transnational Threats to Human Security: Poverty, Migration, Demographic Changes, Food and Health Insecurities, Terrorism and Organised Crime

Core indicative reading:

Patrick Stewart (2012) *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press

Reveron, Derek and Mahoney-Norris K. (2011) *Human Security in a Borderless World*, Westview Press

Kaldor, Mary (2007) *New and Old Wars: Organised Violence in a Global Era*, Stanford University Press

6. Human Security in Weak, Failing and Failed States

Core indicative reading:

Wolff, Stefan (2011) *The Regional Dimension of State Failure*, *Review of International Studies*

Rotberg, Robert (2003) *State Failure and State Weakness in a Time of Terror*, Washington DC: Brookings Institute

7. The EU as a Human Security Actor: Capabilities, Operations and Challenges

Core indicative reading:

Kaldor, Mary (2012) *National, European and Human Security: from Co-existence to Convergence* (Routledge Studies in Human Security), Routledge

Biscop, Sven and Andersson Jan Joel (2007) *The EU and the European Security Strategy: Froging a Global Europe* (Routledge Advances in European Politics), Routledge

8. Human Insecurities in Ukraine and Ways to Overcome Them

Core indicative reading:

Malyarenko, Tetyana (2011) *Human Security in the ENP's Eastern Dimension: Belarus, Moldova and Ukraine*, Working Papers of Jean Monnet International Spring Seminar on European Security, International Association for Institutional Studies, available online: <http://ainstud.at.ua/load/0-0-0-57-20>

Wolff, Stefan and Malyarenko, Tetyana (eds.) (2012) *Human Security and the EU's External Relations; Logical Extension or False Premise?* Kiev: DRUK-INFO

9. Building Better Human Security Policy

Core indicative reading:

MacFarlane, Neil and Foong Knong, Yuen (eds.) (2006) *Human Security and the UN*, UN Intellectual History Project Series

Debiel, Tobias and Werthes, Sascha (eds.) *Human Security on Foreign Policy Agendas: Changes, Concepts and Cases*, Institute for Development and Peace, University of Duisburg-Essen (INEF Report, 80/2006)

COURSE OUTLINE:

Case studies, roundtables and special workshop on ICT-bases learning

Roundtable discussions among and with invited experts will focus on sharing of ideas and experiences on some under-explored/under-theorized cause of human insecurities and conflict. Module leader, an invited expert and two pre-selected students will introduce the discussion with a short presentation of their view on the topic. This is followed by audience comments and questions. Panellists will have an opportunity at the end to offer concluding thoughts.

Round-table discussion "Can Human Development Prevent Conflict?"

Concentrating on national and sub-national levels of analysis we will discuss the potential and results of area-based development approach in contributing to conflict prevention. Students will assess area-based programmes to conflict prevention and development, realized in selected countries. Based on these findings, the students will discuss key strengths and limitations of this approach, giving examples from their practice.

Core indicative reading:

Sen, A. (1999) *Development as Freedom*. Oxford, Oxford University Press

Collier Paul (2009) *The Bottom Billion: Why the Poorest Countries are Falling and What Can be Done about It*. Oxford University Press

Stewart F. and Brown G. 2009 *Fragile States*, Working Paper No.51, CRISE

Stewart, F. and V. FitzGerald (eds) 2001 *War and Underdevelopment: The economic and social consequences of conflict*, Oxford: Oxford University Press.

Round-table discussion "Failed States and Foreign and Security Policy Agenda"

Drawing, among other things on national and European security strategies, the roundtable will engage participants in a discussion about the prominence of the state failure phenomenon on the contemporary international security agenda and assess to what degree this is a reflection of the level of threats and how it translates into a policy aimed at preventing and/or reversing state failure.

Core indicative reading:

Dov Lynch, *Why Georgia matters* (Paris: EU Institute for Security Studies, 2006)

Dov Lynch, ed., *The South Caucasus: a challenge for the EU* (Paris: EU Institute for Security Studies, 2003)

Independent International Fact-Finding Mission on the Conflict in Georgia, Report. Brussels, September 2009

Bruno Coppieters et al., *Europeanization and Conflict Resolution: Case Studies from the European Periphery* (Flensburg: ECMI, 2004)

Round-table discussion “The UN and Human Security in Africa: Building Peace, States or Democracy?”

The roundtable has a two-fold objective. First, it will allow students to engage in a discussion on the role of the UN in Africa in relation to state failure and assess the legitimacy and effectiveness of UN missions on the continent. Second, and closely related to the question of effectiveness, students will explore whether the multiple objectives of UN missions are compatible.

Core indicative reading:

Bates, R. H. (2005) *Political Insecurity and State Failure in Contemporary Africa*. CID Working Paper No. 115. Cambridge, MA: Center for International Development at Harvard University.

Herbst, J. (1996-7) ‘Responding to State Failure in Africa’, *International Security*, vol. 21, no. 3, 120-144.

Jackson, R. and Rosberg, C. (1982) “Why Africa’s Weak States Persist: The Empirical and the Juridical in Statehood”, *World Politics*, vol. 35, no.1.

Mazrui, A. A. (1998) ‘The Failed State and Political Collapse in Africa’, in *Peacemaking and Peacekeeping for the New Century*, eds. O. A. Otunnu and M. W. Doyle. Lanham, MD: Rowman and Littlefield, 233-243.

Menkhous, K. 2004. “Somalia: State Collapse and the Threat of Terrorism”, *Adelphi Papers*, vol. 44, no. 364.

Case Study “Terrorism as a Tactic in Intra-state Conflict: Balkans, Northern Ireland and Sri Lanka

This series of case studies will examine terrorism as a tactic in intra-state conflict. The first part of this lesson introduces key concepts and theories, linking terrorism with intra-state conflict. The second part of the lesson applies these theoretical concepts to selected case studies, e.g. Balkans, Northern Ireland and Sri Lanka and examines a number of contemporary human security issues.

Core indicative reading:

Clarence Augustus Gus Martin (2009) *Understanding Terrorism: Challenges, Perspectives and Issues*, SAGE

Krueger Alan B. *What Makes a Terrorist: Economics and the Roots of Terrorism*. Princeton University Press, 2008

Hoffman Bruce (2008) *Inside Terrorism*. Columbia University Press

Terror Operations, Case Studies in Terrorism. US Army and www.survivablebooks.com

White R. Jonathan (2008) *Terrorism and Homeland Security*. Wadsworth Publishing

Case study “The Frozen Conflict in Moldova”

Following a brief overview of the background to the conflict and a history and structure of its so far inconclusive settlement, this case study outlines the main issue areas on which the parties need to achieve agreement. This case study summarizes a number of issues which Transnistrian conflict shares with other frozen conflicts. Taking a broader comparative view on the domestic and international politics of self-determination and how they have been addressed elsewhere is thus a useful exercise to inform the students about the causes and consequences of this conflict and its impact on the regional and European security.

Core indicative reading:

Wolff S. (2003) *Disputed Territories: The Transnational Dynamics of Ethnic Conflict Settlement*. New York, NY: Berghahn

Vahl M. and Emerson M (2004) *Moldova and the Transnistrian Conflict*. In *Europeanisation and Conflict Resolution: Case Studies from the European Periphery*, edited by B. Coppieters, M. Emerson, G. Noutcheva and M. Vahl, Flensburg: European Centre for Minority Issues

Sherr J. (2009) *Moldova’s Crisis: More than a local difficulty*. REP Briefing Note. London: Chatham House

Case Study “Tajikistan: A Road to Peace or New Conflict?”

This case study will investigate the causes of the conflict in Tajikistan and explore ways to its peaceful resolution. Based on the 1997 peace agreement, the opposition shared seats in the Parliament and Government of the country. The government began to make reforms to stabilize and improve the living standard in the country. However, over the years the mature conditions of fro-

zen conflict have been noticed in Tajikistan. The continuous reign of President Emomali Rakhmon, whose powers have been extended by amendments to the Constitution, the high level of human rights violations, including the denial of essential rights to the fair trial, freedom from torture, freedom of conscience and religion, and high level of the corruption and political persecution of individuals (including those from the former opposition) and their relatives, are among the factors that contribute to Tajikistan's problems, culminating in violent confrontations between August and October 2010 in the Rasht valley of Tajikistan. Although the causes of the violence were mainly personal motives of the protesters, the government's response was to take radical measures, which have been strongly reflected in the infringement of rights of Muslims in the country.

Core indicative reading:

Oliker O. Szayna T. (2003) *Fault Lines of Conflict in Central Asia and the South Caucasus*. RAND Corporation, 408 pages

Johnson B. (2007) *Oil, Islam and Conflict: Central Asia since 1945*, Reaktion Books, 240 pages

Makenkamp M., Tongeren P.V. (2002) *Searching for Peace in central Asia: An Overview of Conflict*, Lynne Rienner Publishers, 142 pages

Lakshmi G. (2003) *Ethnic Conflict in Central Asia*, Cosmo Publications, 422 pages

Case Study "Minority Rights in the Baltic States"

This case study points to an evolving critique of the minority-rights based approach of European institutions and examines the specific sociolinguistic situation in the Baltic states, including the often unrecognized attitudes of the Russian-speaking minorities.

Core indicative reading:

Toivo U. Raun (2001) *The Baltic States after the Collapse of the Soviet Union in Hungarian Studies*, vol. 14, N 2, pp. 276-283

Martin Ehala (2009) *The Bronze Soldier: Identity Threat and Maintenance in Estonia in Journal of Baltic Studies*, N. 40, pp. 139-158

Aadne Aaland (2002) *Citizenship Status and Social Exclusion in Estonia and Latvia in Journal of Baltic Studies*, N 33, pp. 57-77

Special Workshop "Human Security: ICT-based Teaching"

The ICT based learning is central to teaching of International Relations and Security Studies, core subjects of which would not be possible without the use of ICT. The aim of this workshop is to provide synthetic findings and turn these findings into ICT-based teaching materials.

The main focus of this workshop is the discussion of an approach to development of ICT-based teaching methods of (human) security studies, e.g. simulation games that can model the dynamic and strategic interactions between multiple actors.

Topics:

ICT-based teaching: introduction

Gaming in Conflict Management

Early warning simulation in learning

How to use software in ICT-based learning in the field of Security Studies

Assignment

Each small group of students will select a topic that engages ICT-based learning methods. Groups will conduct research and make recommendations for usage of ICT-based methods. Groups will present their research papers in class. Presentations may include the use of debate, games, web-resources etc.

Core indicative reading:

Laina K. Reynolds, Lambrecht Wessels (2001) *Developing an Online Learning Pedagogy for Conflict Resolution Training*. Working Paper N 8

Simulation games

Simulation games give students an alternative learning experience and build up experience and skills that will be useful in their career. While focused on negotiations and problem solving, they also require a good understanding of the motivation that drive parties' behaviour. The game inspires in participants a more reflective way of viewing. As students gain insight into possible

strategies for resolving conflicts in the real world, these simulation games are an ideal bridge between theories of security and security policy as they enable students to see how the causes of insecurity and our interpretation of them, shapes the process of securitization, and the strategies we might adopt in achieving security.

The 2008 Georgia-Russia Conflict

This game revolves around the Georgia-Russia Conflict in 2008 and especially claims and counter claims by Georgia and Russia concerning the violation of international law, international humanitarian law and the law of armed conflict, assigning students different roles in an International Court setting, focusing on presenting their individual cases.

Demographic Change and the Right to Return: toward a Sustainable Peace in Ukraine's Crimea

The proposed simulation game will establish a comprehensive framework for analysis of possible scenarios for conflict escalation in the Autonomous Republic of Crimea, Ukraine. During the late Stalinist era, Crimean Tatars as a group were internally deported to Uzbekistan. Upon Ukraine's independence, many Crimean Tatars have sought to return. The result of the international and national response is one often left unsung by those who study conflict prevention. The OSCE High Commissioner on National Minorities (HCNM) became a prime actor in the Crimean case. Max van der Stoep (HCNM 1992-2001) made his first visit to Ukraine in 1994. The approach of the HCNM was to bring in the contending parties and their international supporters. This included the Ukrainian government, Crimean Russians, Crimean Tatars and the Russian Federation. The High Commissioner then sought to internationalise the predicament, with a round table of interested parties in Locarno, Switzerland in 1995. The goal was to bring the national government in Kiev and the regional government in Simferopol closer together. The Locarno negotiations produced a roadmap for conflict prevention and sustainable peace.

Method and frequency of class

Activity	Number of Sessions	Duration of a Session
Lecture and seminar	9	90 min
Roundtable and case study	9	90 min
Simulation games	2	180 min
Individual consultations and projecting with Module Leader	9	90 min
Presentation of research papers and exam	1	180 min

In total: 2970 min or 66 academic hours

Method of assessment

Assessment type	Weight	Requirements
Coursework (research paper)	50%	Briefing paper
Exam	50%	3 hour exam

Sample core reading list

- Aadne Aaland (2002) Citizenship Status and Social Exclusion in Estonia and Latvia in *Journal of Baltic Studies*, N 33, pp. 57-77
- Bates, R. H. (2005) Political Insecurity and State Failure in Contemporary Africa. CID Working Paper No. 115. Cambridge, MA: Center for International Development at Harvard University.
- Biscop Sven and Andersson Jan Joel (2007) The EU and the European Security Strategy: Forging a Global Europe, Routledge
- Biscop Sven and Whitman Richard (2012) The Routledge Handbook on European Security, Routledge
- Biscop, Sven and Andersson Jan Joel (2007) The EU and the European Security Strategy: Forging a Global Europe (Routledge Advances in European Politics), Routledge
- Bruno Coppieters et al., Europeanization and Conflict Resolution: Case Studies from the European Periphery (Flensburg: ECMI, 2004)
- Buzan Barry and Lene Hansen (2009) The Evolution of International Security Studies, Cambridge: Cambridge University Press, pp. 8-60

- Buzan Barry and Lene Hansen (eds.) (2007) *International Security*, London: SAGE
- Clarence Augustus Gus Martin (2009) *Understanding Terrorism: Challenges, Perspectives and Issues*, SAGE
- Collier Paul (2009) *The Bottom Billion: Why the Poorest Countries are Falling and What Can be Done about It*. Oxford University Press
- Collins, Alan (ed.) (2007) *Contemporary Security Studies*, Oxford: Oxford University Press
- Debiel, tobias and Werthes, Sascha (eds.) *Human Security on Foreign Policy Agendas: Changes, Concepts and Cases*, Institute for Development and Peace, University of Duisburg-Essen (INEF Report, 80/2006)
- Dov Lynch, ed., *The South Caucasus: a challenge for the EU* (Paris: EU Institute for Security Studies, 2003)
- Dov Lynch, *Why Georgia matters* (Paris: EU Institute for Security Studies, 2006)
- Dunn Myriam and Mauer Victor (2012) *The Routledge Handbook of Security Studies*, New York: Routledge, pp. 9-84
- Fierke, Karin (2007) *Critical Approaches to International Security*, Cambridge: Polity
- Herbst, J. (1996-7) 'Responding to State Failure in Africa', *International Security*, vol. 21, no. 3, 120-144.
- Hoffman Bruce (2008) *Inside Terrorism*. Columbia University Press
- Hough, Peter (2004) *Understanding Global Security*, London: Routledge
- Independent International Fact-Finding Mission on the Conflict in Georgia, Report. Brussels, September 2009
- Jackson, R. and Rosberg, C. (1982) "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood", *World Politics*, vol. 35, no.1.
- Johnson B. (2007) *Oil, Islam and Conflict: Central Asia since 1945*, Reaktion Books, 240 pages
- Kaldor Mary (2007) *Human Security*, Cambridge: Polity
- Kaldor Mary, Martin Mary (2010) *The European Union and Human Security: External Interventions and Missions*, Routledge
- Kaldor, Mary (2007) *New and Old Wars: Organised Violence in a Global Era*, Stanford University Press
- Kaldor, Mary (2012) *National, European and Human Security: from Co-existence to Convergence* (Routledge Studies in Human Security), Routledge
- Krueger Alan B. *What Makes a Terrorist: Economics and the Roots of Terrorism*. Princeton University Press, 2008
- Laina K. Reynolds, Lambrecht Wessels (2001) *Developing an Online Learning Pedagogy for Conflict Resolution Training*. Working Paper N 8, Centre for Conflict
- Lakshmi G. (2003) *Ethnic Conflict in Central Asia*, Cosmo Publications, 422 pages
- MacFarlane, Neil and Foong Knong, Yuen (eds.) (2006) *Human Security and the UN*, UN Intellectual History Project Series
- Makenkamp M., Tongeren P.V. (2002) *Searching for Peace in central Asia: An Overview of Conflict*, Lynne Reinner Publishers, 142 pages
- Malyarenko, Tetyana (2011) *Human Security in the ENP's Eastern Dimension: Belarus, Moldova and Ukraine*, Working Papers of Jean Monnet International Spring Seminar on European Security, International Association for Institutional Studies, available online: <http://ainstud.at.ua/load/0-0-0-57-20>
- March Steve (2011) *The European Union in the Security of Europe: From Cold War to Terror Way*, Routledge
- Martin Ehala (2009) *The Bronze Soldier: Identity Threat and Maintenance in Estonia* in *Journal of Baltic Studies*, N. 40, pp. 139-158
- Mazrui, A. A. (1998) 'The Failed State and Political Collapse in Africa', in *Peacemaking and Peacekeeping for the New Century*, eds. O. A. Otunnu and M. W. Doyle. Lanham, MD: Rowman and Littlefield, 233-243.
- Mearsheimer John (2001) *The Tragedy of Great Power Politics*, New York: W.W. Norton, p.1-167
- Menkhous, K. 2004. "Somalia: State Collapse and the Threat of Terrorism", *Adelphi Papers*, vol. 44, no. 364.
- Oliker O. Szayna T. (2003) *Fault Lines of Conflict in Central Asia and the South Caucasus*. RAND Corporation, 408 pages
- Patrick Stewart (2012) *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press
- Realist Theories of War and Peace*: in Brawn Michael (ed.) *Theories of War and Peace*, MIT Press, pp. 3-94
- Reveron, Derek and Mahoney-Norris K. (2011) *Human Security in a Borderless World*, Westview Press
- Rotberg, Robert (2003) *State Failure and State Weakness in a Time of Terror*, Washington DC: Brookings Institute
- Sen, A. (1999) *Development as Freedom*. Oxford, Oxford University Press

- Sherr J. (2009) Moldova's Crisis: More than a local difficulty. REP Briefing Note. London: Chatham House
- Stewart F. and Brown G. 2009 Fragile States. Working Paper No.51, CRISE
- Stewart, F. and V. FitzGerald (eds) 2001 War and Underdevelopment: The economic and social consequences of conflict, Oxford: Oxford University Press.
- Tardy Thierry (2009) European Security in a Global Context: Internal and External Dynamics (Contemporary Security Studies), Routledge
- Terror Operations, Case Studies in Terrorism. US Army and www.survivablebooks.com
- Toivo U. Raun (2001) The Baltic States after the Collapse of the Soviet Union in *Hungarian Studies*, vol. 14, N 2, pp. 276-283
- Vahl M. and Emerson M (2004) Moldova and the Transnistrian Conflict. In *Europeanisation and Conflict Resolution: Case Studies from the European Periphery*, edited by B. Coppieters, M. Emerson, G. Noutcheva and M. Vahl, Flensburg: European Centre for Minority Issues
- White R. Jonathan (2008) Terrorism and Homeland Security. Wadsworth Publishing
- Wolff S. (2003) Disputed Territories: The Transnational Dynamics of Ethnic Conflict Settlement. New York, NY: Berghahn
- Wolff, Stefan (2011) The Regional Dimension of State Failure, *Review of International Studies*
- Wolff, Stefan and Malyarenko, Tetyana (eds.) (2012) Human Security and the EU's External Relations; Logical Extension or False Premise? Kiev: DRUK-INFO