

POL 413: Human Security

Spring 2021

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Course Description and Objectives

Generally, the notion of “security” connotes some form of safety from external dangers. For much of the twentieth century, as scholars of international relations often focused on the interactions between states in the international system, security centered on the efforts of individual states to pursue their national interests and guard their territorial integrity, particularly in relation to military endeavors and the conditions that led states to engage in conflict with one another. Thus, *national security* referred, in large measure, to the foreign policies, interests, preferences, and activities of individual states as they navigated the international system. *International security*, which is related in some measure to conceptions of national security, often begins from the perspective that the individual security of states is reliant, in some capacity, on the security of other states—for example, the devastation that could be wrought by nuclear warfare severely threatened the safety of nuclear power states such that they had a mutual self-interest in refraining from utilizing nuclear weapons. Therefore, issues of international security, which also relate to other conceptualizations of security such as *collective security* and *global security*, incorporate analyses of the causes and conditions of cooperation among states in the international system.

This short overview describes a brief evolution in the study of security in international politics; however, despite such permutations, there remains a common element: the centrality of states. The field of human security reflects both a further evolutionary expansion of the study of security and a crucial shift in the focus of such a study, displacing states for the safety and interests of individuals and communities.

As we will see in this course, *human security* is an expansive concept that has been defined in many different ways. However, in describing the field in 1994, a United Nations report described human security as having two primary aspects: “It means, first, safety from such chronic threats as hunger, disease[,] and repression. And second, it means protection from sudden and hurtful disruptions in the patterns of daily life—whether in homes, in jobs[,] or in communities” (UNDP 1994: 23). Although we will begin this course with a brief discussion of the evolution of security studies, we will spend much of the course unpacking different elements of human security, with a particular focus on the threats individuals and communities face to their safety. By the end of the course, we will have a better understanding of the many facets incorporated into the conceptualization of human security alongside the potential incursions, by state or non-state actors and conditions, that imperil individuals and communities. With such knowledge, we will try to

identify measures policymakers may take to defend better the interests and safety of individuals throughout the international community.

Learning Outcomes

This class is scheduled to be taught in an asynchronous, online modality. As a result, this course will be composed of recorded lectures that will be accessible via the university's D2L system. In addition, assignments for the course will either be completed on the D2L system or submitted to the D2L system. Since this is an online class, students will need access to the following hardware and software: a laptop; regular access to a reliable internet signal; the ability to access the university's D2L and library systems; and the capacity to obtain readings in accessible formats from the D2L and library systems. Equipment can be obtained through the university, and additional information on obtaining this equipment can be found at <https://new.library.arizona.edu/tech/borrow>.

In this course, we will be covering, among other things, the foundational elements in the study of human security in addition to analyzing the causes, conditions, and actors that may impair the safety and security of individuals and communities. The primary learning objectives in this course include, but are not limited to, the following:

- (1) Foster skills that facilitate critical inquiry, with an emphasis in the areas of reading, analysis, and writing;
- (2) Understand the general evolution of security studies in the discipline of political science;
- (3) Identify the causes and conditions that can threaten human security or lay a foundation upon which individual safety and prosperity can be secured and fostered; and
- (4) Analyze and/or propose efforts to promote human security in one or more policy domains.

Each student is expected to complete each of the required assignments enumerated in this syllabus in order to accomplish the aforementioned learning outcomes.

Course Format and Materials

(1) Course Readings

In this course, we will be engaging with readings from the relevant literatures concerning the many dimensions of the study of human security. Each week has approximately two-to-three readings and the majority of the readings are articles available through the University of Arizona Library's electronic system. Alongside articles, there will also be excerpts from certain books and periodicals. Unless otherwise noted on the syllabus, the articles, book excerpts, and periodicals can be obtained through the university's library system. Certain readings will be posted to and accessible through the course's D2L page. Lastly, the online periodical *Political Violence at a Glance* hosts several of the assigned readings for the course, and those articles can be accessed on the periodical's website by following the link included on the syllabus.

The assigned readings are separated into two categories: (1) required and (2) recommended. Students will only be expected to read those denoted as “required”; however, the recommended readings will provide interesting background information that can assist in the analysis of the required readings and understanding of the lectures.

Many of these readings approach their subject matter from a scientific perspective; however, they do not all use similar empirical methodologies, that is, some of the readings leverage qualitative methods and others incorporate quantitative methods. For this course, the important aspects of these works are the research questions they are investigating, the theories each author constructs to answer these questions, and the conclusions the authors draw. Neither the quizzes nor the exams will include questions about the methodologies employed in the assigned readings.

(2) Course Assignments

(A) Lecture Quizzes

Throughout the course, students will be expected to complete a number of lecture quizzes. Although five quizzes are assigned during the course, the final course grade will only take into account each student’s four highest quiz scores of the five quizzes. These quizzes will be 10 questions in length and will be completed through the University of Arizona’s D2L system. Each quiz will consist of multiple choice, true/false, or fill-in-the-blank questions. Students will have 30 minutes to complete each quiz. The lecture quizzes are open-notes assignments; however, students may not discuss the questions or answers with any other student when taking the quizzes.

Quizzes one through four will cover material covered in the lectures and required readings for the week during which the particular quiz is assigned, whereas quiz five will derive questions from any of the subjects covered in the course. In this way, quiz five will assist students in preparing for the final exam. As noted in the forthcoming table, each student’s overall grade will incorporate only four of the five quizzes; however, if students complete all five quizzes, the overall grade will incorporate only the four highest scores among the quizzes. Please see the Course Schedule in the syllabus and the D2L page for the specific due dates for each quiz.

Each quiz will become available on the D2L page at the beginning of the week on Monday morning and each must be completed by the following Sunday at 11:59 p.m.

(B) Short Papers

In this course, students will be required to complete two short papers, both of which must be 3-to-5 double-spaced pages in length.

For the first short paper, students will be required to address the following questions: What is human security? How does human security differ from other conceptions of security, if at all? What are the implications of the conceptualization of human security for policymakers, states, communities, and/or individuals? **The first short paper is due March 26, 2021 by 11:59 p.m. (Arizona time) on D2L.**

As we will discuss during the course, the field of human security incorporates a number of different contexts, dynamics, actors, and conditions. For the final paper, students must select one or two areas in the field of human security and answer the following questions. How does the concept of human security apply in the selected context(s)? Are efforts at promoting human security in the selected context(s) effective and/or successful? What measures can policymakers employ to strengthen endeavors in the selected context(s) directed toward fostering human security?

The second short paper should also be between 3-5 double-spaced pages, and it is due April 30, 2021 by 11:59 p.m. (Arizona time) on D2L.

In terms of formatting, as noted above, both papers should be double-spaced. In addition, students should include their names in the header of each page and page numbers in the footer of each page. Students should use the materials covered during the course; however, students may also utilize outside sources that may be applicable to their paper's topic. With respect to any source used in each paper, both papers should be accompanied by a bibliography that includes citations to those works cited in the final paper. The bibliography does not count toward the page requirements.

(C) Final Exam

Students will be required to complete a final exam. The final exam will be comprehensive and exam questions may incorporate material from any of the concepts and topics included in the course lectures and readings. The final exam will be composed of multiple-choice, true-or-false, fill-in-the-blank, and short answer questions. **The final exam will become available on D2L on the morning of May 7, 2021 and it will be due on D2L by May 13, 2021 at 11:59 p.m.**

(D) Extra Credit

Students will have an opportunity to earn extra credit points for this course by selecting a news media article and writing a short paper relating one of the concepts we have discussed in this course to the subject of the article. The short paper should be at least 1 page in length (double-spaced) but not more than 2 pages and it should include the following components:

1. A brief summary of the article, including a link or citation to the article;
2. A description of the relevant concept from the course; and
3. A discussion as to how the concept relates to the article.

The extra credit assignment must be turned in on D2L by 11:59 p.m. by May 13, 2021.

Grading and Evaluation

Students overall grades for the course will be derived from three categories of assignments: (1) lecture quizzes, (2) short papers, and (3) a final exam. The grade breakdown between the course assignments are presented in the following table:

Lecture Quiz 1 (Required)	5%
Lecture Quiz 2 (Required)	5%
Lecture Quiz 3 (Required)	5%
Lecture Quiz 4 (Required)	5%
Lecture Quiz 5 (<i>Optional</i>)	5%
First Paper (Required)	25%
Second Paper (Required)	25%
Final Exam (Required)	30%
Extra Credit (<i>Optional</i>)	Up to 3 percentage points on the overall grade

Grading Scale:

90%-100% A
80%-89% B
70%-79% C
60%-69% D
59% and below E

Course Schedule and Assignments

Week 1: March 11-12, 2021 (Introduction to the Course)

Lecture 1: Introduction to the Course

Reading(s):

-(**Required**) Course Syllabus (accessible on D2L)

-(**Recommended**) Walt, Stephen M. "International Relations: One World, Many Theories." *Foreign Policy* 110 (1998): 29-32 & 34-46.

-(**Recommended**) McGlinchey, Stephen, et al. *International Relations Theory* (2017), Bristol, UK: E-International Relations Publishing, 28-83.

Assignments:

-No assignments this week

Week 2: March 15-19, 2021 (Security: Concepts, Approaches, and Implications)

Lecture 2: The Contemporary International System

Lecture 3: International and National Security

Lecture 4: Introduction to Human Security

Reading(s):

-(**Required**) Paris, Roland. "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2) (2001): 87-102.

-(**Recommended**) United Nations Development Programme. "Human Development Report." *United Nations* (1994): 22-46. (accessible on D2L)

Assignments:

-No assignments this week

Week 3: March 22-26, 2021 (States and the Boundaries of State Power)

Lecture 5: Contemporary States and the Implications of Sovereignty

Lecture 6: State Threats to Human Security (Part 1)

Lecture 7: State Threats to Human Security (Part 2)

Reading(s):

-(**Required**) Gohdes, Anita, and Sabine Carey. "Protest and the Outsourcing of State Repression." *Political Violence at a Glance* (2014) (<https://politicalviolenceataglance.org/2014/02/26/protest-and-the-outsourcing-of-state-repression/>).

-(**Required**) Behrend, Jacqueline, and Laurence Whitehead. "The Struggle for Subnational Democracy." *Journal of Democracy* 27(2) (2016): 155-169.

-(**Recommended**) Krasner, Stephen D (2001) "Abiding Sovereignty." *International Political Science Review* 22(3): 229-251.

Assignments:

-First Short Paper (To be submitted to D2L by 11:59 p.m. on March 26, 2021)

Week 4: March 29 - April 2, 2021 (State Characteristics and Constraints on State Power)

Lecture 8: Democracies and Autocracies

Lecture 9: The Rule of Law and Subnational Features of States

Lecture 10: Courts and Legislatures

Reading(s):

-(**Required**) Davenport, Christian. *State Repression and the Domestic Democratic Peace* (2007), New York, NY: Cambridge University Press, 33-44 & 175-180.

-(**Required**) Helmke, Gretchen, and Frances Rosenbluth. "Regimes and the Rule of Law: Judicial Independence in Comparative Perspective." *Annual Review of Political Science* 12 (2009): 345-366.

-(**Recommended**) Collier, David, and Steven Levitsky. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49(3) (1997): 430-451.

Assignments:

-Lecture Quiz 1 (To be completed on D2L by 11:59 p.m. on April 4, 2021)

Week 5: April 5-9, 2021 (Human (In)Security in the midst of Conflict)

Lecture 11: Interstate War and Threats to Human Security

Lecture 12: Intrastate War and Threats to Human Security

Lecture 13: Displacement of Communities and Persons

Reading(s):

-(**Required**) Cordell, Rebecca. "The Political Costs of Abusing Human Rights." *Political Violence at a Glance* (2021)

(<https://politicalviolenceataglance.org/2021/01/15/the-political-costs-of-abusing-human-rights/>).

-(**Required**) Eck, Kristine, and Lisa Hultman. "One-Sided Violence against Civilians in War: Insights from New Fatality Data." *Journal of Peace Research* 44(2) (2007): 233-245.

-(**Recommended**) Iqbal, Zaryab. "Health and Human Security: The Public Health Impact of Violent Conflict." *International Studies Quarterly* 50(3) (2006): 631-649.

-(**Recommended**) Prorok, Alyssa K., and Benjamin J. Appel. "Compliance with International Humanitarian Law: Democratic Third Parties and Civilian Targeting in Interstate War." *Journal of Conflict Resolution* 58(4) (2014): 713-740.

Assignments:

-Lecture Quiz 2 (To be completed on D2L by 11:59 p.m. on April 11, 2021)

Week 6: April 12-16, 2021 (Post-Conflict Statebuilding and Peacebuilding)

Lecture 14: The Conflict Trap and Post-Conflict Efforts to Escape

Lecture 15: Peacekeeping Operations

Lecture 16: Transitional Justice

Reading(s):

-(**Required**) Kleinfeld, Rachel. *Advancing the Rule of Law Abroad: Next Generation Reform* (2012), Washington, D.C.: Carnegie Endowment for International Peace. (Chapter 1)

-(**Required**) Fjelde, Hanne, Lisa Hultman, and Desirée Nilsson. "The UN's Defining Challenge: Peacekeeping and Protection of Civilians." *Political Violence at a Glance* (2018) (<https://politicalviolenceataglance.org/2018/10/24/the-undefining-challenge-peacekeeping-and-protection-of-civilians/>).

-(**Required**) Sikkink, Kathryn, and Hun J. Kim (2013) "The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations." *Annual Review of Law and Social Science* 9: 269-285.

-(**Recommended**) Blair, Robert A. *Peacekeeping, Policing, and the Rule of Law after Civil War* (2021), New York, NY: Cambridge University Press. (Chapter 4) (accessible on D2L)

-(**Recommended**) Subotić, Jelena (2009) *Hijacked Justice: Dealing with the Past in the Balkans*. Ithaca, NY: Cornell University Press. (Chapter 1)

Assignments:

-Lecture Quiz 3 (To be completed on D2L by 11:59 p.m. on April 18, 2021)

Week 7: April 19-23, 2021 (Global Governance and Human Security)

Lecture 17: Introduction to International Law and Global Governance Actors

Lecture 18: International Human Rights Regime

Lecture 19: Economics and Development

Reading(s):

-(**Watch**) “Universal Declaration of Human Rights.” UN Human Rights, available at: <https://www.youtube.com/watch?v=5RR4VXNX3jA>.

-(**Required**) Morris, Justin. “Libya and Syria: R2P and the Spectre of the Swinging Pendulum.” *International Affairs* 89(5) (2013): 1265-1283.

-(**Required**) Haglund, Jillienne. “The (Conditional) Effectiveness of International Human Rights Courts.” *Political Violence at a Glance* (2015) (<https://politicalviolenceataglance.org/2015/04/01/the-conditional-effectiveness-of-international-human-rights-courts/>).

-(**Recommended**) Scott, Shirley V (2017) *International Law in World Politics: An Introduction*. Boulder, CO: Lynne Rienner Publishers. (Chapters 3 and 4) (accessible on D2L)

Assignments:

-Lecture Quiz 4 (To be completed on D2L by 11:59 p.m. on April 25, 2021)

Week 8: April 26-30, 2021 (The Environment, Natural Disasters, and Food Security)

Lecture 20: The Global Commons and Human Security (Part 1)

Lecture 21: The Global Commons and Human Security (Part 2)

Reading(s):

-(**Required**) Glaser, Sarah. “Fish Wars: How Fishing Can Start – and Stop – Conflict.” *Political Violence at a Glance* (2017) (<https://politicalviolenceataglance.org/2017/03/17/fish-wars-how-fishing-can-start-and-stop-conflict/>).

-(**Required**) Hendrix, Cullen. “Climate Change and the Syrian Civil War.” *Political Violence at a Glance* (2017) (<https://politicalviolenceataglance.org/2017/09/19/climate-change-and-the-syrian-civil-war/>).

-(**Required**) Rudolfsen, Ida. “Why Healthy Skepticism about This Year’s Nobel Peace Prize Is Warranted.” *Political Violence at a Glance* (2020) (<https://politicalviolenceataglance.org/2020/12/10/why-healthy-skepticism-about-this-years-nobel-peace-prize-is-warranted/>).

-(**Recommended**) Scott, Shirley V (2017) *International Law in World Politics: An Introduction*. Boulder, CO: Lynne Rienner Publishers. (Chapter 14) (accessible on D2L)

Assignments:

- Second Short Paper (To be submitted to D2L by 11:59 p.m. on April 30, 2021)

Week 9: May 3-5, 2021 (Review for the Final Examination)

Lecture 22: Review and Preparation for the Final Exam

Lecture 23: Discussion of Class Questions

Reading(s):

-No readings for this week

Assignments:

- Lecture Quiz 5 (To be submitted to D2L by 11:59 p.m. on May 9, 2021)

Week 10: May 7-13, 2021 (Final Examination)

Lecture:

-No lectures this week

Reading(s):

-No readings this week

Assignments:

-Final Exam (To be completed on D2L by 11:59 p.m. on May 13, 2021)

-Extra Credit (To be submitted to D2L by 11:59 p.m. on May 13, 2021)

Course Policies

Late Work Policy

Students are required to complete all assignments on time, and late work will not be accepted outside the times described in the syllabus, except in cases involving a documented emergency or illness. If a student believes there is a compelling reason to turn in assignments beyond the designated due date, it is the responsibility of the student to email the instructor before the assigned due date.

Academic Integrity

Students are responsible for knowing, understanding, and abiding by the University of Arizona's Code of Academic Integrity. Honesty is a pillar standing at the center of the pursuit of knowledge and its transmission through the educational process, and students are expected to maintain high levels of integrity and ethical behavior throughout all the assignments and discussions in this course. These responsibilities include, but are not limited to:

- Each student's work must be completed individually unless otherwise stated in the syllabus;
- Student's work in this course should be original, however, there will be instances wherein students will be expected to incorporate or build upon others' works. Students must avoid plagiarism by attributing credit to others' works when appropriate. The university's library has several tips for students as to how to avoid plagiarism, which can be found at <https://new.library.arizona.edu/research/citing/plagiarism>.

- Course lectures, quizzes, and exam materials are property of the instructor and cannot be copied, recorded, distributed, or sold without the instructor's consent.

For additional information on the university's Code of Academic Integrity, please see <https://deanofstudents.arizona.edu/policies/code-academic-integrity>.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 ("FERPA") is a federal law governing the rights of students and outlining the institutional responsibilities attendant to student records. Of its many aims, FERPA is a federal law directed toward the protection of students' privacy regarding their educational records. One practical implication of FERPA is that any component of the course related to, either directly or indirectly, individual grades will not be discussed via e-mail. If a student wishes to discuss individual grades, the student should e-mail the instructor to schedule an appointment to meet with the instructor.

For additional information concerning FERPA, please see the university's website at <https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa>.

Revisions to the Syllabus

As instructor, I reserve the right to amend, modify, and/or update the syllabus. In the event of a modification to the syllabus, an updated version will be provided to the class.

Date Syllabus Issued: April 19, 2021