New Dimensions of Human Security

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Human security is about the security of people. It looks at the issues facing humanity at any level (global, national, or local) from a human-centered perspective. It is an evolving interdisciplinary field that conceptualizes security from a multi-variant perspective. Unlike traditional understandings of security that revolve around the security of the state, human security places ‘people’ at the center of its analyses. It is a new paradigm in International Relations (IR) that emerged in the post-Cold-War international security and political contexts characterized by the emergence of unconventional, multi-variant, and multidimensional threats. Its scope of analyzing these threats goes broader and deeper than the conventional security studies—deepened from state to humans/individuals and broadened from merely invasion/military to threats to individuals and communities.

The New Dimensions of Human Security is a multidisciplinary undergraduate course that examines the theoretical underpinnings and practical dimensions of this new security paradigm. The course also focuses on the distinctions between human security and other policy frameworks including national security, human development, and human rights. It offers students the opportunity to look at the contemporary issues and threats at global, national, and community levels by placing emphasis on the people. In addition, the course introduces students to the various critiques on human security.
New Dimensions of Human Security
DIPL 3150AA and AB
Syllabus

Professor: Atal Ahmadzai
Class Room: SH 09 (Stafford Hall)
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Office Hours: Fridays
Office Room: 109 McQuaid Building

Course Objectives: The New Dimensions of Human Security is aimed at:

a. To provide understanding about the theoretical basis underlining the evolution and
development of human security paradigm
b. To go through the existing literature on different aspects of human security
c. To offer understanding about the different components of the human security paradigm and
demonstrate how they permit an interdisciplinary approach to the security issues generally;
d. To present students with the opportunity to become familiar with the different dimensions of
the contemporary issues and threats at different levels of analysis
e. To offer students the opportunity to apply different theoretical tools for critically analyzing
contemporary international and global issues
f. To provide students with the platform for strengthening their skills of constructing arguments
and counter arguments on the issues that threaten the security of individuals around the world

Course Structure: Contents of the course are arranged in two main sections. The first five sessions
cover general issues related to security studies. In a total of five sessions, the first section covers topics
including introduction to security, introduction to human security; critiques, counter-critiques, and
operationalization of human security, contrasting human security with national security, and
understanding the international architecture for the security of humans.
The second section of the course focuses on studying specific components of human security.
Different securities including environmental, food, health, and economic are included in this section.
In addition to this, human security-oriented understandings about contemporary global and
international issues including climate change, immigration, and terrorism is offered in the second
section of the course.
**Readings:** The readings for every class are arranged into two groups. ‘Required Readings’ offer comprehensive insights about the given topic of the week. Each student is required to complete the readings and come to class prepared for incisive participation. During the class, professor will raise questions about the contents of the readings and will throw them to students for answers and class discussion. Remember that every class starts with class discussion. So, come prepared and willing to participate. The second group of readings (Topics for Student Presentations) are relevant to the given topic of the week. Each of these readings will be assigned to students in the beginning of the course to present and she/he will make a PowerPoint presentation of 15-20 minutes. Other students are strongly recommended to go through this group of readings as it is in their best interest to manage their time and also, the presenter will be throwing questions around to the class for discussion. Some sessions, based on the broadness and cruciality of the weekly topic, are also included with a third group of readings (Recommended Readings). These reading are not required to be read, however, students, for expanding the horizon of their understandings, are encouraged to go through these readings in their free time.

**Assignments:** Students evaluation will be based on a series of criteria. **First** is class participation and attendance. All students are required to take active part in the class discussions on the required readings. Every class will start with a couple of questions pertaining to the given weekly topic. Students are required to participate in the discussion and are encouraged to feel free to express their understanding and perspectives about the issue. **Second** is the student’s presentation. Throughout the course, every student will be given the opportunity to present an assigned topic in the class. The topics are listed below (Topics for student presentations). There will be at least two student presentations every week. **Third** is the mid-term exam. Students will be given a mid-term take home exam sometime around mid-semester. The exam will include a number of essay questions. Students will have the free hand in choosing a question to respond to with an essay consisting of 1,200-1,500 words. **Fourth** is the final exam. It is a take home exam that will cover the second half of the course. Students will be given the option to choose one question from a number of questions and write a 1,200-1,500 word essay. Exam questions will be shared with students before the last class and the return is due on 14th Dec.
Grading:
Class attendance: 15%
Class Discussion: 15%
Presentation: 20%
Mid-term Exam: 20%
Final Exam: 30%

Evaluation Criteria: The grading matrix for students’ class presentations, mid-term, and final essays are uploaded on Blackboard. The evaluation of every student’s performance will be objective and based on the set of criteria identified in the grading matrix.

Course Materials: This course is based on a mix of readings from certain books, journal articles, and reports of international organizations. Majority of the readings are from the following books:

3. Human and National Security (Routledge/Taylor & Francis) by Reveron and Mahoney-Norris. 2nd Edition

Students are encouraged to arrange for themselves the readings from these sources. In addition, there are other reading materials including research papers and chapters from other books. The copies of these additional materials will be provided to students on Blackboard.

Academic and Professional Integrity: Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:


http://www.shu.edu/academics/diplomacy/academic-conduct.cfm

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.
Disability Services: It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes: Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.
Course Outline:

1\textsuperscript{st} Week (31\textsuperscript{st} Aug): Introduction and Course Orientation
- Syllabus
- "Using Information and Avoiding Plagiarism" a piece from A Guide to Research Writing by Rebecca Moore Howard and Amy Rupiper Taggart

2\textsuperscript{nd} Week (7\textsuperscript{th} Sep): Introduction to Security
Required Readings:

Topics for Student Presentations:

Recommended Readings:

3\textsuperscript{rd} Week (September 14): Introduction to Human Security
Required Readings
- Reveron and Mahoney-Norris. Actors, Institutions, and Approaches to Human Security in Human and National Security (Routledge/Taylor & Francis). 2\textsuperscript{nd} Edition

Topics for Student Presentations:

Recommended Readings:
4th Week (September 21): Human Security: Operationalization, Critique, and Counter-critique
Required Readings:

Topics for student Presentations:

Recommended Readings:

5th Week (September 28): Human Security and National Security
Required Readings:

Topics for Student Presentations:
6th Week (October 05): International Architecture for the Security of humans
Required Readings:


Topics for Student Presentations:


7th Week (October 12): Environmental Security
Required Readings:


Topics for Student Presentations:


8th Week (October 19): Climate Change and Insecurities
Required Readings:

Topics for Student Presentations:

9th Week (October 26): Food Security
Required Readings:
- Christopher B. Barrett. Measuring Food Insecurity. Science vol.327 12 February 2010

Topics for Student Presentations:
- Amartya Sen. *Development as Freedom*. (Chapter 7: Famines and Other Crises)

10th Week (November 02): Conflicts, Terrorism and Physical Insecurities
Required Readings:

Topics for Student Presentations:

11th Week (November 09): Human Development for Economic Security
Required Readings:
Topics for Student Presentations:

12th Week (November 16): Health: A Crucial Component of Human Security
Required Readings:

Topics for Student Presentations:

13th Week (November 23): Thanksgiving Recess (No Class)

14th Week (November 30) Identity and Human Security
- Amartya Sen. *Social Exclusion: Concept, Application, and Scrutiny*
- Reveron and Mahoney-Norris. *Identity Security in Human and National Security* (Routledge/Taylor & Francis)

Topics for Student Presentations:

15th Week (December 07): Immigration and Human Security

Topics for Student Presentations: