



Human Security

JPM 705 (academic year 2018-2019) – code for 1st; 2nd and 3rd year students

JPM 559 (academic year 2018-2019) – code for 4th year students and others

Room:

Lecture room in villa on Klikatá street (address will be distributed prior to first lecture)

Convenor:

Doc. PhDr. RNDr. Nik Hynek, M.A., PgDip Res, Ph.D. (Bradford) (NH)

office hours: prior and after the lecture + upon request

e-mail: hynek@fsv.cuni.cz

Quest lecturer:

Professor David Chandler

office hours: prior and after the lecture + upon request

d.chandler@westminster.ac.uk

Teaching Assistants:

Mgr. Katarína Svitková (KS)

office hours: prior and after the lecture + upon request

email: katarina.svitkova@fsv.cuni.cz

PhDr. Tomáš Kopečný (TK)

Office hours: prior and after the lecture + upon request

Email: tomas.kopecny@fsv.cuni.cz

Mgr. et Mgr. Tomáš Bruner (TB)

office hours: prior and after the lecture + upon request

email: bruner@fsv.cuni.cz



AVAILABILITY OF THE COURSE:

This is a compulsory, second-year master-level course (the security studies program) that combines lectures and seminars in 1:1 ratio. Both lectures and seminars are compulsory and both need to be passed successfully in order for the student to qualify for the final grade. The expected maximum number of enrolled students is 25. The course can also be chosen by first-year master-level students of the program as well as an elective course by other students, including Erasmus and exchange students. However, the second-year students have absolute priority in the enrolment process to all other students regardless of the order/date of the latter's enrolment.

PREREQUISITES:

None.

CO-REQUISITES:

None.

ANNOTATION AND COURSE OBJECTIVES:

This course aims at achieving three broad objectives. Firstly, it establishes a knowledge pool enabling an understanding of the main concepts, issues and contours of the paradigm of human security. Secondly, it is designed to encourage enrolled students in developing critical thinking and transferable skills. Finally, since the course is organised and taught entirely in English, it intends to improve students' abilities connected to academic writing and oral skills in this language. With regard to the logic of the course organisation, it is divided into two main parts. The course starts with the conceptual part and the second part consists of case studies. Although the conceptual part of this course is rooted in the field of security studies with its emphasis on different takes on humanitarian emergencies, it also offers an examination of the development of the human security paradigm in the UN, Canada and Asian countries as well as in providing insights into transformations in state sovereignty. Its second part comprises case studies and offers an interdisciplinary perspective on key issues. Through the set of case studies, we will analyse immediate causes of human insecurity (weapons, environment), tackle the topics of the sociology and psychology of post-war reconstruction (the role of women in this).

TEACHING METHODS:

The course consists of lectures and seminars. Although lectures usually confer all activity to the lecturer and students listen passively and take notes, it is not going to be the case in this course. Students are encouraged to actively participate, ask questions and challenge some of the concepts and views. Additionally, there will be briefing slots in each of the lectures for students to be able to comment and analyse related issues. The seminars will be organised around group, in-class presentations of students' preliminary findings concerning their projects. Each student will present the first stage of her/his project and these findings will be



critically discussed and challenged by the classmates. It means that every student needs to be aware of the specifics of the discussed issue and not just those who selected it for a project. At the end of the semester, students will hand the final results of their project to the convenor in an e-form of a report.

LEARNING OUTCOMES:

After completing this course, students should be able to bridge relevant concepts with empirical evidence as far as the analysis of the most pressing humanitarian topics in world politics is concerned.

PREPARATION FOR CLASSES:

Active knowledge of required literature; active preparation for each of the seminars.

CREDIT REQUIREMENTS:

ATTENDANCE:

Attendance in the lectures as well as in the seminars is compulsory. Students are expected to prepare for active participation in the seminars by reading the recommended texts, which will be accessible in the electronic form, in advance, and their individual contributions will be assessed formatively (see below). Students' active participation will be supported by chosen teaching methods/ activities (e.g. debates, simulations, problem-solving etc.). Potential absences in addition to two allowed (accepted are: illness – MD proof is required; serious personal circumstances, activities related to one's future professional career in the field) will be sent to bruner@fsv.cuni.cz

ASSESSMENT:

The following structure of assessment with three weighted elements ensures continuous active participation of students during the term and aims to decrease the usual level of stress resulting from one dominant assignment (typically an examination) at the end of the term.

The Structure of Assessment:

1. Active involvement (20 %):

Your active involvement in discussions is strongly encouraged and will be reflected by 20 % in the composition of your overall mark.

2. Project (40 %: oral in-class presentation of preliminary results + the final report):

Students are expected to select one theme that arises from or is inspired by and related to the course for the preparation of their group research project (3-4 students = a research group). The choice of topic must be approved by the course leader/assistants. Students are responsible for formation of their respective groups and will report a group composition and a topic to katarina.svitkova@fsv.cuni.cz by **October 9, 2018**. *Failure to do so will result in the exclusion from the course.* The project consists of an oral presentation of your findings during the seminar on a given topic (8 minutes/student). In respect of information sources for the project, students are encouraged to utilise the university pre-paid electronic sources as well



as familiarise themselves with so-called “grey literature” (working and discussion papers of various research institutes, international organisations and think-tanks). Each presentation will have to include additional **ten sources per person** found by students. By **January 6, 2019** at midnight CET, each research group will submit the final report (2000 words/student). Please, note that plagiarism is a serious academic offence and is strictly prohibited. All reports will be sent by students to the Urkund (katarina.svitkova1.fsvcuni@analysis.orkund.com) and to katarina.svitkova@fsv.cuni.cz

Examples of research areas for students' projects:

- the campaign to regulate small arms and light weapons
- the campaign to ban cluster munitions
- Child Soldiers
- State failure
- Role of unorthodox actors in HS promotion (NGOs, the Holy See, the SMOM etc.)
- Environmental security, environmental degradation and resource-triggered/sustained conflicts
- IDPs, migration, refugees
- Women and Human Security/Peacebuilding
- Human Security in Light of Wider Transformations of Diplomacy
- The International Criminal Court: Human Rights meet Human Security
- Human security and cities: issues, policies, actors - critical reflection

3. Examination (40 %):

The final written examination will consist of questions from the required reading and lectures. Three questions will be offered and each student will have to select two according to his/her preferences and answer them (i.e. one will be left unanswered). Questions will be open and the student is expected to give sufficiently detailed, clear, and logically coherent answers, which can contain diagrams and bullet points.

The minimal threshold for students to qualify themselves for completing the course is 65 % of the overall mark. Student must complete all four assignments in order to be marked (i.e. all elements need to be over 65 %).

Enrolled students are expected to have sufficient knowledge of English for the purposes of this course.

COURSE STRUCTURE – AN OVERVIEW:

The schedule of lectures is tentative as there might be changes due to the availability of the lecturers. Students shall be notified in advance about all changes.

2. 10. 2018, 17:00 – 18:30, Session 1: Introduction, Organisation of the Course, Discussion of the projects (KS); Human Security and Urban Resilience (KS)

Required reading:

1. Read & Bring the syllabus, think about possible members of your research group and eventual topic for a research project.



2. Vale, Lawrence J. (2014). The politics of resilient cities: Whose resilience and whose city? *Building Research & Information*, 42:2, pp. 191-201.
3. Coaffee, Jon and Pete Fussey (2015). Constructing resilience through security and surveillance: The politics, practices and tensions of security-driven resilience. *Security Dialogue*, 46:1, pp. 86-105
4. Graham, Stephen (2006). Cities and the 'War on Terror'. *International Journal of Urban and Regional Research*, 30:2, pp. 255-276.
5. Joseph, Jonathan (2013). Resilience as embedded neoliberalism: a governmentality approach. *Resilience: International Policies, Practices and Discourses*, 1:1, pp. 38-52.

Optional reading:

1. Godschalk, David (2003). Urban Hazard Mitigation: Creating Resilient Cities. *Natural Hazards Review*, August 2003, pp. 136-43.
2. Pelling, Mark (2003). *Vulnerability of Cities: Natural Disasters and Social Resilience*. London: Earthscan.
3. Vale, Lawrence J. and Thomas J. Campanella (2005). *The Resilient City: How Modern Cities Recover from Disaster*. Oxford: Oxford University Press.
4. Coaffee, Jon et al. (2009). *The Everyday Resilience of the City: How Cities Respond to Terrorism and Disaster*. New York: Palgrave MacMillan.
5. Graham, Stephen (ed.) (2010). *Disrupted Cities: When Infrastructure Fails*. London: Routledge
6. Graham, Stephen (2011). *Cities Under Siege: New Military Urbanism*. London: Verso Books.

9. 10. 2018, 17:00 – 18:30, Session 2: Human Rights in International Relations (TB)

Required Reading:

1. Forsythe, David P. 2012. *Human Rights in International Relations*. 3rd Edition. Cambridge: Cambridge University Press. CHAPTER 2 (pp. 23-59).
2. Moravcszik, Andrew. 1998. Explaining the Emergence of Human Rights Regimes: Liberal Democracy and Political Uncertainty in Postwar Europe. *Working Paper Series 98-17* (December 1998), Cambridge, Mass: Harvard University.

Optional Reading:

1. Chandler, David (ed.). (2002). *Rethinking Human Rights. Critical Approaches to International Politics*. New York: Palgrave MacMillan.
2. Rancharan, Bertrand. (2011). *The Fundamentals of International Human Rights Treaty Law*. Boston: Leiden. Accessible through the Online Gateway of the Library of Faculty of Social Sciences. < available through the university library distant access gateway >
3. Sikkink, Kathryn. Transnational Politics, International Relations Theory, and Human Rights. *Political Science and Politics*, Vol. 31, No. 3, (September 1998). Pp. 516-523



16. 10. 2018, 17:00 – 18:30, Session 3: Humanitarianism: Taking a Long View (NH)

Required Reading:

1. Hynek, Nik (2010): "Rethinking Human Security: History, Economy, Governmentality". In Chandler, David and Hynek, Nik (eds): *Critical Approaches to Human Security: Rethinking Emancipation and Power in International Relations*. London and New York: Routledge, pp. 157-171.
2. Paris, Roland (2001): "Human Security - Paradigm Shift or Hot Air?", *International Security*, Vol. 26, pp. 87-102.
3. Kaplan, Robert D. 1994. "The Coming Anarchy," *Atlantic Monthly* (Summer 1994), pp. 44-76.
4. Axworthy, Lloyd. 2001. "Human Security and Global Governance: Putting People First," *Global Governance* 7 (2001), pp. 19-23.
5. Hampson, Fen O. et al. 2002. *Human Security and World Disorder*. Oxford and New York: Oxford University Press (Chapter 1: "Introduction: Madness in Multitude," pp. 1-13)
6. Welsh, Jenifer (2004) (ed.): *Humanitarian Intervention and International Relations*. Oxford: Oxford University Press (Chapters 3 and 10)

23. 10. 2018, 17:00 – 18:30, Session 4: The Canadian and Asian Approaches to Human Security; UN Politics of Human Security (NH)

Required reading:

1. United Nations Development Program. 1994. *Human Development Report*. New York: UN Press (Chapter 2: "New Dimensions of Human Security," pp. 22-46)
2. Hynek, Nik and David Bosold (2009): "A History and Genealogy of the Freedom-from-Fear Doctrine." *International Journal* Vol. 64, No. 3 (Summer 2009), pp. 143-158. ISSN 0020-7020.
3. Hynek, Nik. 2008. "Conditions of Emergence and Their Effects: Political Rationalities, Governmental Programs and Technologies of Power in the Landmine Case," *Journal of International Relations and Development* 11:2, pp. 93-120.
4. Hynek, Nik (2008): "Japanese Human Security: A Conceptual and Institutional Analysis." *Ritsumeikan Annual Review of International Studies*, Vol. 7, pp. 1-20. ISSN 1347-8214.
5. Hynek, Nik (2012): "The Domopolitics of Japanese Human Security", *Security Dialogue*, Vol. 43, No. 2, pp. 119-137.
6. Hynek, Nik (2012): "Japan's Return to the Chequebook? From Military Peace Support to Human Security Appropriation", *International Peacekeeping* 19:1, pp. 62-76

30. 10. 2018, 17:00 – 18:30, Session 5: Resilience: Human Security 2.0: From Humanitarianism to Capacity Building (DC)

Required reading:

1. Julian Reid (2010) The Biopoliticization of Humanitarianism: From Saving Bare Life to Securing the Biohuman in Post-Interventionary Societies, *Journal of Intervention and Statebuilding*, Volume 4 - Issue 4: Post-Interventionary Societies.
<https://www.tandfonline.com/doi/abs/10.1080/17502971003700985>



2. David Chandler (2012) Resilience and human security: The post-interventionist paradigm, *Security Dialogue*, Vol 43, Issue 3

<http://journals.sagepub.com/doi/abs/10.1177/0967010612444151?journalCode=sdib>

Suggested reading:

1. Mark Duffield (2016) The resilience of the ruins: towards a critique of digital humanitarianism, *Resilience*, 4:3, 147-165,
<https://www.tandfonline.com/doi/abs/10.1080/21693293.2016.1153772>
2. Jonathan Joseph (2013) Resilience as embedded neoliberalism: a governmentality approach, *Resilience*, 1:1, 38-52
<https://www.tandfonline.com/doi/abs/10.1080/21693293.2013.765741>
3. David Chandler (2015) Resilience and the “Everyday”: Beyond the Paradox of “Liberal Peace”, *Review of International Studies*, Vol. 41, No.1, pp.27-48
<https://www.cambridge.org/core/journals/review-of-international-studies/article/resilience-and-the-everyday-beyond-the-paradox-of-liberal-peace/D74A319812A0CB204BDA9CA7EE8F71CD>

6. 11. 2018, 17:00 – 18:30, Session 6: International Humanitarian Law and protection of human during armed conflict (TB)

Required reading:

1. Sassoli, Marco et al. (2011). *How does the Law Protect in War? Volume I. Outline of International Humanitarian Law*. Geneva: ICRC. 3rd Edition. Accessible online: < <http://www.icrc.org/eng/assets/files/publications/icrc-0739-part-i.pdf> >; CHAPTER 1 (Pp. 3 – 11) and 3 (Pp. 50 – 59).
2. Schabas, William A. (2004). *An Introduction to International Criminal Court*. New York: Cambridge University Press. CHAPTER 1 (pp. 1 – 25).

13. 11. 2018, 17:00 – 18:30 Session 7: Development Aid as an Economic Tool: Challenges to humanitarian discourses (TK)

Required Reading:

1. Riddell, Roger C. 2007. *Does Foreign Aid Really Work?* Oxford University Press, New York. (Chapter 10, pages 165-179; 15 pp)



2. De Haan, Arjan. 2014. How the Aid Industry Works: An Introduction to International Development. Kumarian Press, Colorado. (Chapter 2, pages 21-63; 43 pp)
3. Moyo, Dambisa. 2009. Dead Aid: Why Aid is not Working and how there is a Better Way for Africa. Farrar, Straus and Giroux, New York. (Chapters 1 and 2; pages 3-28; 26 pp)

Optional Reading:

1. Degnboll-Martinussen, John - Engberg-Pedersen, Poul. 2003. Aid: Understanding International Development Cooperation. Zed Books, New York. (Chapter 2, pages 7-24; 18 pp)
2. Lancaster, Carol. 2007. Foreign Aid: Diplomacy, Development and Domestic Politics. University of Chicago Press, Chicago.
3. Pharo, Helge O. – Fraser, Monika Pohle (eds.). 2008. The Aid Rush: Aid regimes in Northern Europe during the Cold War, Volume 1. Oslo Academic Press, Unipub Norway, Oslo.
4. Rapley, John. 2007. Understanding Development: Theory and Practice in the Third World, 3rd edition. Lynne Rienner Publisher, London.

20. 11. 2018 No session (earlier sessions may be migrated to this date)

In case of cancellation of any lecture during the semester, that particular lecture might be migrated to this date. If this occurs, students will be informed in advance.

27. 11. 2018, 17:00 – 18:30, Session 9: The End of Human Security? Rethinking Security in the Anthropocene (DC)

Required reading:

1. Scott Hamilton (2017) Securing ourselves from ourselves? The paradox of “entanglement” in the Anthropocene , Crime, Law and Social Change Journal <http://eprints.lse.ac.uk/83689/1/Securing%20ourselves%20Final.pdf>
2. David Chandler (2018) Intervention and Statebuilding Beyond the Human: From the ‘Black Box’ to the ‘Great Outdoors’, Journal of Intervention and Statebuilding, 12:1, 80-97, <https://www.tandfonline.com/doi/full/10.1080/17502977.2017.1412108>

Suggested reading:

1. Cameron Harrington (2016) The Ends of the World: International Relations and the Anthropocene, Millennium, Vol 44, Issue 3, <http://journals.sagepub.com/doi/abs/10.1177/0305829816638745>



2. Madeleine Fagan (2017) Security in the anthropocene: Environment, ecology, escape, European Journal of International Relations, Vol. 23(2) 292–314

<http://journals.sagepub.com/doi/abs/10.1177/1354066116639738>

3. Audra Mitchell (2017) “Is IR Going Extinct?” European Journal of International Relations, Vol. 23(1) 3–25

<http://journals.sagepub.com/doi/abs/10.1177/1354066116632853>

4. 12. 2018, 17:00 – 18:30 Seminar I. – Students’ Research Projects

11. 12. 2018, 17:00 – 18:30 Seminar II. – Students’ Research Projects

18. 12. 2018 17:00 – 18:30 Seminar III – Students’ Research Projects
(possible pre-term)