

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

IRLS310

Introduction to Human Security

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: None

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Instructor Information

Instructor:

Please contact your instructor through the Messages tab in the classroom.

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Course Description (Catalog)

This course provides an overview of human rights, their history, codification, and the various debates that surround human rights discourse. Additionally various human rights topics are analyzed. The course provides students with a thorough understanding of how human rights and human security are intertwined.

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Course Scope

IRLS310—Introduction to Human Security: This course introduces students to the international relations sub-field of human security. The course is divided into the key areas outlined by the UN report on human security. Students will explore each of these areas in order to identify threats to human security, analyze attempts to mitigate these threats, and describe the roles played by various state and non-state actors in the area of human security. Students will also be asked to assess the viability of human security as a paradigm shift from traditional notions of security.

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Course Objectives

After successfully completing this course, you will be able to:

CO- 1 Describe the role of rapid globalization in changing perceptions of security

CO – 2 Identify key threats to human security

CO – 3 Compare and contrast traditional international relations approaches to security with the doctrine of human security

CO – 4 Examine the various initiatives developed by states, non-state actors, and intergovernmental organizations to enhance human security

CO – 5 Apply the concepts of human security

These course objectives harmonize with the Degree Program Objectives, which require graduates to:

- Compare and contrast the political, economic, and military components of foreign policy decision making and analyze the impact of foreign policy on domestic decisions.
- Draw conclusions about the implications of foreign policy as it is currently applied to various regions of the world.

- Evaluate the "national interest" and how it is formulated, assess alternatives to current policies, and examine their likely impact on the United States, its allies, and other nations.
- Examine the theory, nature, and causes of war and their relationship to diplomacy; assess the contributions of diplomacy to accomplishment of war objectives.
- Critically assess the unique principles, structure, and organization of the major international organizations.
- Examine the prospects of governance by international organizations.
- Assess the economic and political processes in international development; diagnose social issues in international development; appraise the need for sustainable international development.
- Evaluate the multidimensional effects of globalization.

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks

Various resources from the APUS Library are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve

Required Readings

Required Readings

Week 1

- Alexandra Amouyel, "What is Human Security?," Human Security Journal.
- United Nations, "Final Report of the Commission on Human Security" Chapter 1
- Week 1 Lesson Notes

Week 2

- Bora, Saswati, Iride Ceccacci, Christopher Delgado, and Robert Townsend. "Food and Security Conflict."
- Carolan, Michael. "The Food and Human Security Index: Rethinking Food Security and 'Growth'."
- Lander, Max. "School Garden Programs and Food Security | Pulitzer Center."
- United Nations, "Final Report of the Commission on Human Security." Chapter 3
- Week 2 Lesson Notes

Week 3

- Kettemann, Matthew . "The Conceptual Debate on Human Security and its Relevance for the Development of International Law."
- "Migrants in Times of Crisis: An Emerging Protection Challenge." Interantional Peace Institute.
- United Nations, "Final Report of the Commission on Human Security." Chapter 2
- Walt, Stephen. "A grand new strategy for American Foreign Policy."
- Week 3 Lesson Notes which includes Mary Kaldor's response to Stephen Walt.

Week 4

- "Human Security, Climate Change and Environmentally Induced Migration." Institute for Environment and Human Security.
- Tipson, Frederick. "Natural Disasters as Threats to Peace."
- United Nations, "Final Report of the Commission on Human Security." Chapter 4
- Week 4 Lesson Notes

Week 5

- "Country Profile: Cuba." Library of Congress - Federal Research Division.
- Ethan Kapstein and Kamma Kathuria "Economic Assistance in Conflict Zones: Lessons From Afghanistan"
- Moreno, Alejandro, and Daniel Calingaert. "Change Comes to Cuba: Citizens' Views on Reform after the Sixth Party Congress."
- United Nations, "Final Report of the Commission on Human Security." Chapter 5
- Week 5 Lesson Notes

Week 6

- Hughes, Donna, Katherine Chon, and Derek Ellerman. 2007. Modern-day comfort women: the U.S. military, transnational crime, and the trafficking of women. Violence Against Women: 901-922
- Krieg, Sarah H. 2009. Trafficking in human beings: the EU approach between border control, law enforcement and human rights.
- Sussman, Anna Louise. "The Brothel Next Door."
- United Nations, "Final Report of the Commission on Human Security." Chapter 6
- "United Nations Office on Drugs and Crime." Comprehensive Strategy to Combat Trafficking in Persons and Smuggling of Migrants."
- Week 6 Lesson Notes

Week 7

- Carlton, Sally. "Human Security in Nepal: Where to Now?" In Human security in Nepal: concepts, issues and challenges, 279-292.

- Cohen, Michael, Maria Figueroa, and Parag Khanna. "The New Colonialists." Hetherington, M. J. and Husser, J. A. (2012), *How Trust Matters: The Changing Political Relevance of Political Trust*, 312–325.
- Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Why the Dramatic Decline in Armed Conflict?"
- Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Counting the Indirect Costs of War"
- Ricks, Thomas. "The real scandal of Benghazi is the plodding caution of U.S. military leaders."
- United Nations, "Final Report of the Commission on Human Security." Chapter 7
- Week 7 Lesson Notes

Week 8

- Gittleman, Andrea, and Mark Lagon. "Combating Gender-Based Violence as a U.S. Policy Priority."
- Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Trends in Human Insecurity"
- Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Assault on the Vulnerable."
- Kant, Immanuel. "Perpetual Peace: A Philosophical Sketch."
- Schirch, Lisa. "From Protection of Civilians to Human Security: Comparing and Contrasting Principles, Distinctions and Institutionalization."
- United Nations, "Final Report of the Commission on Human Security." Chapter 8
- Week 8 Lesson Notes

Students are also expected to follow international affairs by regularly accessing reputable media sources with significant foreign policy content, such as TV newscasts (*Newshour (PBS)*, *CNN WorldView/The World Today*, *C-Span*, *ABC News*, *ABC Nightline*, *CBS News*, *NBC News*), radio (*National Public Radio*), newspapers (*New York Times*, *Washington Post*, *Christian Science Monitor*, *Wall Street Journal*), news services (*AP*, *Reuters*) and/or news magazines (*Time*, *Newsweek*, *The Economist*).

Additional Resources and Web Sites are found in the classroom.

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Evaluation Procedures

<p style="text-align: center;">Grade Instruments for IRLS310</p> <p style="text-align: center;">Under the APUS extension policy, half the coursework occurs upon the completion of assignments for Week 5 and all prior assignments. (See Links on the toolbar then "Policy" and "Extensions.")</p>	<p style="text-align: center;">Points</p>
Week 1 Forum Discussion (introduction)	3.13
Week 2 Forum Discussion	3.13
Week 3 Forum Discussion Week 3 Research Plan Assignment	3.13 12.5
Week 4 Forum Discussion Week 4 Midterm Assignment – analytical essay	3.13 25
Week 5 Forum Discussion	3.13
Week 6 Forum Discussion Week 6 Research Outline	3.13 12.5
Week 7 Forum Discussion	3.13
Week 8 Forum Discussion Week 8 Final Assignment (research project)	3.13 25
Total	100

Week 3 - Research Plan for Final Assignment – Student provide a research plan that will guide their work throughout the semester using a research plan template.

Week 4 - Midterm Essay – Students write an analytical essay

Week 6 - Research Outline – Students provide an outline of their research

Week 8 Final Research Project – Students provide the final product.

8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

1	Human Security	CO-1: Describe the role of rapid globalization in changing perceptions of security.	Read: <ul style="list-style-type: none"> • Alexandra Amouyel, "What is Human Security?" • The MiniAtlas of Human Security • United Nations, "Final Report of the Commission on Human Security" Chapter 1 • Read: Lesson Notes Week 1 	Introduction Forum, Forum 1
2	Food security	CO-2: Identify key threats to human security.	Watch: "Nigeria: Food Security on NewsHour with Jim Lehrer" Read: <ul style="list-style-type: none"> • Bora, Saswati, Iride Ceccacci, Christopher Delgado, and Robert Townsend. "Food and Security Conflict." • Carolan, Michael. "The Food and Human Security Index: Rethinking Food Security and 'Growth'." • Lander, Max. "School Garden Programs and Food Security." • United Nations, "Final Report of the Commission on Human Security." Chapter 3 • Lecture Notes Week 2 	Week 2 Forum
3	Personal Security	CO-2: Identify key threats to human security. CO-5: Apply the concepts of human security	Watch: "The Nexus of Climate Change, Migration and Security" Read: <ul style="list-style-type: none"> • Kettemann, Matthew . "The Conceptual Debate on Human Security and its Relevance for the Development of International Law." • "Migrants in Times of Crisis: An Emerging Protection Challenge." International Peace Institute. • "Final Report of the Commission on Human Security." Chapter 2 • Walt, Stephen. "A grand new strategy for American Foreign Policy." • Week 3 Lesson Notes which includes Mary Kaldor's response to Stephen Walt. 	Week 3 Forum, Research Plan

4	Environmental security	<p>CO-1: Describe the role of rapid globalization in changing perceptions of security.</p> <p>CO-2: Identify key threats to human security.</p> <p>CO-3: Compare and contrast traditional international relations approaches to security with the doctrine of human security.</p>	<p>Watch: Frontline Asia and Africa: Living on the Edge</p> <p>Read:</p> <ul style="list-style-type: none"> • "Human Security, Climate Change and Environmentally Induced Migration." Institute for Environment and Human Security. • Tipson, Frederick. "Natural Disasters as Threats to Peace." • United Nations, "Final Report of the Commission on Human Security." Chapter 4 • Week 4 Lesson Notes 	Forum, Midterm Essay
5	Economic security	<p>CO-3: Compare and contrast traditional international relations approaches to security with the doctrine of human security.</p>	<p>Read:</p> <ul style="list-style-type: none"> • "Country Profile: Cuba." Library of Congress - Federal Research Division. • Ethan Kapstein and Kamma Kathuria "Economic Assistance in Conflict Zones: Lessons From Afghanistan" • Moreno, Alejandro, and Daniel Calingaert. "Change Comes to Cuba: Citizens' Views on Reform after the Sixth Party Congress." • United Nations, "Final Report of the Commission on Human Security." Chapter 5 	Week 5 Forum
6	Community security	<p>CO-4 Examine the various initiatives developed by states, non-state actors and intergovernmental organizations to enhance human security</p> <p>CO-5 Apply the concepts of human security</p>	<p>Read:</p> <ul style="list-style-type: none"> • Hughes, Donna, Katherine Chon, and Derek Ellerman. 2007. Modern-day comfort women: the U.S. military, transnational crime, and the trafficking of women. • Krieg, Sarah H. 2009. Trafficking in human beings: the EU approach between border control, law enforcement and human rights. European Law Journal. • Sussman, Anna Louise. "The Brothel Next Door." • United Nations, "Final Report of the Commission on Human Security." Chapter 6 • "United Nations Office on Drugs and Crime." Comprehensive Strategy to Combat Trafficking in Persons and Smuggling of Migrants." • Week 6 Lesson Notes 	Week 6 Forum Research Outline

7	Political security	CO-4: Describe the various initiatives developed by states, non-state actors, and intergovernmental organizations to enhance human security.	Read: <ul style="list-style-type: none"> • Carlton, Sally. "Human Security in Nepal: Where to Now?" In Human security in Nepal: concepts, issues and challenges • Cohen, Michael, Maria Figueroa, and Parag Khanna. "The New Colonialists." • Hetherington, M. J. and Husser, J. A. (2012), How Trust Matters: The Changing Political Relevance of Political Trust. • Human Security Centre "Why the Dramatic Decline in Armed Conflict?" • Human Security Centre "Counting the Indirect Costs of War." • Ricks, Thomas. "The real scandal of Benghazi is the plodding caution of U.S. military leaders." Foreign Policy, May 13, 2013. http://ricks.foreignpolicy.com/posts/2013/05/13/the_real_scandal_of_benghazi_is_the_plodding_caution_of_us_military_leaders (accessed June 16, 2013). • United Nations, "Final Report of the Commission on Human Security." Chapter 7 • Week 7 Lesson Notes 	Forum Assignment Week 7
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<p>8</p>	<p>Freedom from Fear and Freedom from Want</p>	<p>CO-4: Describe the various initiatives developed by states, non-state actors, and intergovernmental organizations to enhance human security. CO-5: Apply the concepts of human security</p>	<p>Read:</p> <ul style="list-style-type: none"> Gittleman, Andrea, and Mark Lagon. "Combating Gender-Based Violence as a U.S. Policy Priority Freedom House." Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Trends in Human Insecurity." Human Security Centre, Liu Institute for Global Issues, University of British Columbia and the School for International Studies, Simon Fraser University, Vancouver. "Assault on the Vulnerable." Kant, Immanuel. "Perpetual Peace: A Philosophical Sketch." Schirch, Lisa. "From Protection of Civilians to Human Security: Comparing and Contrasting Principles, Distinctions and Institutionalization." United Nations, "Final Report of the Commission on Human Security." Chapter 8 	<p>Week 8 Forum, Final Research Project</p>
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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>. All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

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