

Security and Development: Stages of Analysis and Intervention

Code: 41714

ECTS Credits: 15

Degree	Type	Year	Semester
4313800 International Relations, Security and Development	OT	0	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Ana Ayuso Pozo

Carlos Daniel Martin Faus

Maria Claudia Jimenez Franco

External teachers

Andrea Costafreda

Laia Serra

Prerequisites

The same requirements for the master's degree are requested. Additional bibliography will be offered by the coordinator to students who request it or to students that, according to the coordinator, need additional help.

Objectives and Contextualisation

The objectives are:

- Become familiar with the approaches, theories, concepts and practical i
- Get a deep understanding of the various concepts, theoretical models a
- Know and be able to apply and critically evaluate the theory and practic
- Acquire the necessary knowledge to prepare intervention proposals on

The module specifically aims for students to become familiar with:

- (a) The general framework of the post-Cold War system, in terms of age
- (b) The main concepts, approaches, policies, strategies and existing inst
- (c) The main concepts, approaches, policies, strategies and existing inst
- (d) The main intervention tools and instruments used in development coc

Competences

- Analyse, synthesise, organise and plan projects and assignments related to the area of study.
- Apply the necessary methodological instruments for systematic and rigorous analysis of international relations (observation, comparison, formulation of hypotheses, etc.), and intervention tools (policy and strategy making, planning, negotiation and mediation techniques, etc.).
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Make a diagnosis of security and development problems in the proposed countries, regions and areas of the international system, and offer useful advice for decision-making based on the diagnosis.
- Seek out information in the scientific literature, skilfully handling specialised documentary and bibliographic sources on international relations, and integrate this information to formulate and contextualise a research topic.

Learning Outcomes

1. Analyse, synthesise, organise and plan projects and assignments related to the area of study.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously
4. Formulate guidelines for intervention in security and development, especially in peacemaking, based on different theoretical perspectives.
5. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
6. Seek out information in the scientific literature, skilfully handling specialised documentary and bibliographic sources on international relations, and integrate this information to formulate and contextualise a research topic.
7. Write reports, academic articles or proposals for intervention on particular security and development issues.

Content

Module 1. Conceptual and contextual framework: the post-cold war framework, agendas, actors and the concepts and instruments in security and development studies (sessions 1 to 4)

Module 2. The security and development agenda from the perspective of North-South relations (sessions 5 to 8)

Module 3. Practical class on the securitization theory (session 9). Development and the international development cooperation system and international human rights law: concepts, approaches, policies and strategies, intervention instruments (sessions 10 to 16)

Module 4. Instruments and policies for intervention in the security and development areas: security strategies, peace-making, cooperation for development and peacebuilding (sessions 17 to 19)

Methodology

Methodology combines traditional lectures and the use of the academic material available on the virtual campus. Each class will preferably be dedicated to a specific topic within each blo

A presentation or a guide will be offered per module or session/sessions.

At least half an hour of each session will be dedicated to commenting on the texts, with scheduled contributions. Only exceptionally will there be dossiers on paper. All the material will be

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Expositions	75	3	1, 4, 5
Type: Supervised			
Practical assignments and activities	112	4.48	5, 2
Type: Autonomous			
Study activities at home	188	7.52	1, 6, 7

Assessment

The grade, the final responsibility of Professor Demurtas, will consist of:

1. Class attendance and participation: 10% of the final grade
2. Partial exam on the compulsory readings of the module: 25% of the final grade
3. Individual work on the securitization theory: 25% of the final grade
4. Individual final exam in class: 40% of the final grade

The individual final exam will include all the mandatory readings and topics covered during the course.

To pass the course, students must take the three compulsory tests/exams and obtain a minimum final grade of 5 out of 10.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and participation	10%	0	0	1, 4, 2, 3
Final exam	40%	0	0	1, 6, 7, 4, 5, 2
Mid-term exam	25%	0	0	1, 7, 4, 5, 2, 3
Paper on securitization theory	25%	0	0	1, 6, 7, 5, 2

Bibliography

Teachers will provide all the mandatory and recommended bibliography to the students on the virtual campus.

General books

Peter Hough, *International Security Studies: Theory and Practice*, Routledge, 2020, II ed, 508 pp.

Barry Buzan, Ole Waever, Jaap de Wilde, *Security: A New Framework for Analysis*, Boulder, Lynne Rienner, 1998.

Johan Galtung, *Peace by peaceful means. Peace and Conflict, Development and Civilization*, Londres, Sage, 1996 (al menos los apartados I y II y las conclusiones).

Rafael Grasa, *Cincuenta años de evolución de la investigación para la paz. Tendencias y propuestas para observar, investigar y actuar*, Barcelona, Oficina de Promoció de la Pau i dels Drets Humans (Generalitat de Catalunya), 2010.

Books about conflict resolution

The Arbinger Institute, *The Anatomy of Peace: Resolving the Heart of Conflict*, Paperback, 2022, IV ed.

Peter Wallensteen, *Understanding Conflict Resolution. War, Peace and the Global System*, Sage, 2002.

H. Miall, O. Ramsbotham, T. Woodhouse, *La resolución de conflictos. La prevención, gestión y transformación de conflictos letales*, Barcelona, Bellaterra/ICP, 2011

J. Baylis, J. Wart, E.Cohen, C. S. Gray, *Strategy in the Contemporary World. An Introduction to Strategic Studies*, Oxford, Oxford University Press, 2002.

M. Kaldor, *New & Old Wars. Organized Violence in a Global Era*, Londres, Polity Press, 1999.

A. Rapoport, *Peace, An Idea Whose Time Has Come*, Ann Arbor, University of Michigan Press, 1992

Books about development and cooperation for development

Kaul, I. (1999) "In search of a new paradigm of international development co-operation", *Development*, Vol, 42, nº 3.

López, G.A. y Molina de la Torre, I. (2000), *Introducción a la solidaridad internacional: La cooperación para el desarrollo*, Universidad de Valladolid, Valladolid.

Preston, P.W. (1997) *Development Theory. An Introduction*, Blackwell Publishers, Oxford pp.245-246.

Stewart, F. (1999), "Aid in the 21st century: Reconciling the real and the desirable", *Development*, Vol, 42, nº 3.

Books focused on the capability approach, empowerment, gender and microfinance

Berger, I. (1989) "Giving Women Credit: the strengths and limitations of credit as a tool for alleviating poverty", *World Development*, 17(7), pp.1017-1032.

Crocker, D. (1995) "Functioning and Capability: the Foundations of Sen's and Nussbaum's Development Ethic, Part 2" a Nussbaum, N. i Glover, J. (eds.) *Women, Culture and Development. A study of human capabilities*, Oxford, Oxford University Press, pp.153-198.

Francis, E. (2000) *Rural Livelihoods and Gender*, mimeo, pp.110-111.

Goetz, A.M. i Sen Gupta, R. (1996) "Who Takes the Credit? Gender, Power, and Control over Loan Use in Rural Credit Programs in Bangladesh" a *World Development*, 24(1), pp.45-63.

Moser, C. O. (1994) *Gender, Planning and Development: Theory, Practice and Training*, Routledge, London, capítol 4, pp.55-79.

Sen, A.K. (1999) *Development as Freedom*, Oxford University Press, Oxford-New York.

Sen, A.K. (1995a) *Nuevo examen de la desigualdad*, Alianza Editorial, Madrid.

Sen, A.K. (1990a) "Development as Capability Expansion" a K. Griffin i Knoghts, J. (eds.) *Human Development and the International Strategy for the 1990s*, MacMillan, London.

Sen, A.K. (1990b), "Gender and cooperative conflicts" a Tinker, I. (ed.) *Persistent Inequalities. Women and World Development*.

Sen, A.K. (1990c), "Justicia: medios contra libertades", a Sen, A.K. (1998) *Bienestar, Justicia y mercado*, Paidós / ICE UAB, Barcelona.

Sen, A.K. (1985) "El bienestar, la condición de ser agente y la libertad. Conferencias 'Dewey' de 1984", a Sen, A.K. (1998) *Bienestar, Justicia y mercado*, Paidós / ICE UAB, Barcelona.

Software

Indicative calendar of classes, subject to modifications

OCTOBER

1. Alessandro Demurtas: presentation of the course and the syllabus, general overview of the contents and explanation of the evaluation system (3 hours class)

2. Alessandro Demurtas (mandatory readings 1)

3. Alessandro Demurtas (mandatory readings 2)

4. Alessandro Demurtas (mandatory readings 3)

5. Laia Serra

6. Laia Serra

NOVEMBER

7. Laia Serra

8. Laia Serra

9. Alessandro Demurtas: mid-term exam in class (25% of the final grade)

10. Rafael Grasa

11. Rafael Grasa

12. Rafael Grasa

13. Claudia Jiménez (International trade and WTO)

14. Barbara Díaz (International legal protection of human rights)

DECEMBER

15. Alessandro Demurtas: practical class about the securitization theory (25% of the final grade)

16. Anna Ayuso

17. Anna Ayuso

18. Carlos Martín

JANUARY

19. Alessandro Demurtas

20. Final exam in class: 40% of the final grade