

Degree programme	Type	Course
International Relations, Security and Development	OP	1

Contact lecturer

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Teaching staff

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Teaching staff (external to UAB)

Inés Arco

Óscar Fernández

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Prerequisites:

It is essential that students have basic knowledge of International Relations: they must have passed the compulsory course in the Master's program or have equivalent prior training.

Good understanding of academic texts in Spanish and English.

Objectives

Objectives

- To introduce students to the theory and practice of human security in the context of the global international society.
- To provide a solid conceptual foundation and analytical tools for studying human security.
- To foster a deep and comprehensive understanding of existing concepts, theoretical models, and methodologies in the field of Human Security Studies, ensuring students feel knowledgeable and well-informed.
- To analyze international actions, initiatives, and processes in the field of human security in light of the major challenges of the contemporary global agenda.
- To facilitate the elaboration of relevant information for research in the field of Human Security.
- To apply the main instruments of Human Security intervention in different thematic areas of international relations.
- To develop competencies, skills, and knowledge that will enable students to work in professional environments related to Human Security.

Learning outcomes

- CA10 (To draft reports on developments and changes within the international system in matters of human security independently and/or in cooperation with others.) To draft reports on developments and changes within the international system in matters of human security independently and/or in cooperation with others.
- CA15 (To introduce a gender perspective into information on human security.) To introduce a gender perspective into information on human security.
- KA11 (To recognise the role of international actors and their policies on matters of human security: state, international organisations and non-governmental and transnational actors.) To recognise the role of international actors and their policies on matters of human security: state, international organisations and non-governmental and transnational actors.
- KA12 (To describe the conceptual basis and instruments in the field of human security.) To describe the conceptual basis and instruments in the field of human security.
- KA13 (To indicate how the main human security-related issues on the international agenda have changed and developed.) To indicate how the main human security-related issues on the international agenda have changed and developed.
- SA15 (To apply the various instruments, actions, initiatives and processes relating to human security at the area and regional level in a case study.) To apply the various instruments, actions, initiatives and processes relating to human security at the area and regional level in a case study.
- SA16 (To critically analyse policies related to the design of international and regional security models.) To critically analyse policies related to the design of international and regional security models.

Contents

General contents of the course

The contents have been structured around four axes that will be developed in a transversal way during the different sessions of the course:

I. Theoretical tools: exploration of concepts, notions, models, and methodologies of Human Security.

II. The role of international actors in Human Security: analysis of the role of states, international organizations,

non-governmental and transnational actors.

III. The international agenda: the study of the evolution and development of the main issues related to Human Security on the global agenda.

IV. Analysis of case studies: a review of the practical application of Human Security instruments, actions, initiatives, and processes through various case studies.

Topics to be developed in the course:

Session 1 - Course presentation. The study of security in the field of international relations. Juan Pablo Soriano.

Session 2 - Human security: theoretical approach, definition, and models. Pablo Aguiar.

Session 3 - Human security: the United Nations approach. Pablo Aguiar.

Session 4 - Human security and humanitarian crises. Sergio Maydeu Olivares.

Session 5 - Human security and gender. Inés Arco.

Session 6 - Human security and foreign policy. Case study: Japan. Lluc Vidal.

Session 7 - China's approach to human security. Alejandra Peña.

Session 8 - Human security and citizen security. Regional perspective: Latin America. Juan Pablo Soriano.

Session 9 - Identity and human security in the former Soviet space. Francesc Serra.

Session 10 - Human security and human mobility (migration). Estel·la Pareja Morte.

Session 11 - Practical session. Policy design and implementation from a human security perspective. Estel.la Pareja Morte.

Session 12 - Global public goods from the perspective of human security. Oriol Barba

Session 13 - Human security and Global health. Óscar Fernández.

Session 14 - Final assessment (exam). Juan Pablo Soriano.

Important: it is possible that during the course the day and time of some sessions may be altered. Classes that have to be made up for any reason (teacher illness, unforeseen events, etc.) will be held on a day that will be announced in advance.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Writing of group and individual papers	24	0.96	
Group and individual discussions and activities in the classroom	15	0.6	
Reading and preparation of texts that will be used in class	60	2.4	
Study of the contents of the syllabus of the course and of the required and additional readings.	90	3.6	
Final exam	3	0.12	
Master classes and directed activities in the classroom (with the support of ICT)	40	1.6	

Methodology

The student's dedication to this course is divided into different types of activities, each with a specific weight of work hours. This variety of work forms materializes in differentiated methodologies.

The activities in this course are distributed as follows:

- Directed activities, which are activities in the classroom with the presence of the professor and may consist of lectures (with the use of ICT and with the possibility of group discussions); in seminars to discuss compulsory readings in smaller groups and sessions more oriented to practical issues in which cases, problems and examples related to the course syllabus will be analyzed; also including the final exam. For these sessions, the teacher will announce mandatory readings in advance. These activities represent approximately one third of the total work required.

- Supervised activities are those carried out by the student outside the classroom and in accordance with a

plan designed and subsequently supervised and evaluated by the professor. The student must read and prepare texts that will be subject to control and evaluation in sessions of seminars and practices; writing of a group work that will be subject to control and evaluation through written and oral presentation in seminar mode; look for documentation on a certain topic related to the international organization (with a guide prepared by the teacher), write a brief report and make a presentation in the classroom. Also, during the course, the student should read short articles, comment on the text read, and actively participate in the discussions on the articles. Tutoring and other similar course follow-up activities are also included. These activities represent approximately ten percent of the work required.

- Autonomous activities are those carried out by the student on their own and in accordance with the requirements of the subject to pass it successfully. They can be basic and complementary readings, study of class notes and / or all activities that complement the training required by the course. These activities represent approximately half of the student's work.

The teaching methodology is adapted to the distribution of work and activities.

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Final exam	25%	3	0.12	KA11, KA12, KA13, SA15
Participation	5%	0	0	CA15, KA11, KA12, KA13, SA15, SA16
Various activities carried out during the course sessions (debates, text commentary, group work, presentations).	70%	15	0.6	CA10, CA15, KA11, SA15, SA16

Evaluation of the course

The course will be evaluated with different activities.

Summary of the evaluation:

- a) Activities carried out in the different sessions of the course: 75% of the grade.
- b) Final exam: 20% of the grade
- c) Participation: 5% of the grade

Requirements to pass the course:

To pass the course, students must have a median grade (after considering all the elements) of five points out of ten (5/10).

During the course, there will be a series of activities related to the contents of the different thematic sessions. The average grade of all the activities is equivalent to 75% of the final grade. Each teacher will indicate in advance the type of activity. Important: to pass the course, it is necessary to have passed at least 80% of these activities (each activity is passed with a minimum of 5 points out of ten). The activities may include text commentaries, classroom discussions, practical exercises, short essays, and small group work.

The final written exam is worth 20% of the final grade.

In the overall final grade, the active participation of the students in the classes will be valued. Participation will be equivalent to a maximum of 5% of the final grade.

Additional information about assessment:

To pass the course, students must complete at least 80% of these activities (each activity is graded on a scale of 1 to 10, with a minimum grade of 5).

This course is classroom-based, so attendance at 80% of the sessions is essential in order to pass.

Plagiarism and other forms of academic dishonesty. If plagiarism or other forms of academic dishonesty are detected in any exam, assignment, exercise, or other activity, the grade for that activity will be 0 (zero) points, as indicated in the Faculty regulations.

Use of Artificial Intelligence (AI)

Restricted Use: In this course, using Artificial Intelligence (AI) technologies is permitted solely for specific purposes, such as brainstorming initial ideas, initial information search, grammar and style correction, and translations. Students must indicate which parts of the work have been generated using AI tools, identify the tools used, and include a critical reflection on the role and impact of these technologies in the learning and assessment process. Failure to disclose the use of AI will be considered a breach of academic integrity. It may lead to a partial or total loss of marks for the activity, or other academic sanctions as applicable. We invite you to reach out to the lecturers if you have AI uses in mind that you are unsure will comply with the rules, so that we can give feedback in advance. If we determine their usage exceeds the established boundaries, we may request that you redo some or all of the assignment to comply with the rules.

Academic integrity and original work are essential for rigorous and honest learning. These principles not only ensure fair assessment, but also promote critical thinking, intellectual autonomy, and ethical responsibility in academic work. All of these elements reinforce mutual trust and consolidate a community based on respect and honesty.

- "Intel·ligència Artificial: Presentació. Com podem utilitzar la intel·ligència artificial en l'àmbit acadèmic", available at: <https://bibguies.uab.cat/ia>

Plagiarism and cheating

Plagiarism and cheating are *very* serious offenses. These could result in a failing grade for the assigned task/exercise.

Please review the "Guia sobre Com Citar i Com Evitar el Plagi"(in Catalan), prepared by the Facultat de Ciències Polítiques i de Sociologia: <https://www.uab.cat/doc/GuiaCitesiPlagiEstudiants>

Also check the guides prepared by the Libraries Service of the UAB (Servei de Biblioteques):

- "How to cite and create your bibliography", available at: <https://www.uab.cat/en/libraries/rcc/how-to-cite-prepare-bibliography>

- "Com citar i elaborar la bibliografia", available at: <https://www.uab.cat/ca/biblioteques/ccr/citacions-bibliografia>

- "Cómo citar y elaborar la bibliografía", available at:
<https://www.uab.cat/es/bibliotecas/cc/citaciones-bibliografia>

Academic integrity and assessment irregularities

Any irregularity committed in an assessment activity (including academic fraud, plagiarism, or the improper use of AI - unless such use is expressly authorized in the course syllabus) that may lead to a significant variation in the grade will result in that assessment activity being awarded a mark of zero. If the course syllabus establishes that, in order to pass the course, students must obtain a minimum mark in that assessment activity, or if several irregularities occur in the assessment activities of the course, the final grade for the course will be zero. Furthermore, disciplinary proceedings may be initiated against any student who commits any of these irregularities. The teaching staff reserves the right to conduct oral interviews, or to set an alternative assessment, in order to verify the effective acquisition of knowledge and competences and, therefore, the validity of the assessment work completed by students.

Bibliography

Bibliography and electronic sources

For each thematic session there will be a specific program and a detailed bibliography. These programs can be consulted in the Virtual Campus (Moodle classroom) of the course.

Material in digital format accessible at the UAB libraries.

Caballero-Anthony, Mely, Mine, Y., & Ishikawa, S. (2024). *Human Security and Empowerment in Asia: Beyond the Pandemic* (1st ed., Vol. 1). Routledge.

Chandler, David, N. H. (2010). *Critical Perspectives on Human Security: Rethinking Emancipation and Power in International Relations* (1st ed., pp. viii-viii). Routledge.

Grasa, Rafael (2006). Vínculos entre seguridad, paz y desarrollo: evolución de la seguridad humana: De la teoría al programa político y la operacionalización. *Revista CIDOB d'afers internacionals*, 9-46.

Johansen, Robert C. (2021). *Where the Evidence Leads: A Realistic Strategy for Peace and Human Security* (1st ed.). Oxford University Press.

Lautensach, Alexander & Lautensach, Sabina (2020). *Human Security in World Affairs:: Problems and Opportunities* (Edition (2nd edition)). BCcampus & University of Northern British Columbia.

Louise Shelley, & Shiro Okubo. (2011). *Human Security, Transnational Crime and Human Trafficking: Asian and Western Perspectives* (1st ed., Vol. 6, pp. xiv-xiv). Routledge.

MacCallion, Gregory (2019). *National versus human security: Australian and Canadian military interventions* / Gregory MacCallion. (1st ed.). Melbourne University Publishing.

Mendia Azkue, Irantzu, & Pérez de Armiño, Karlos (2013). *Seguridad humana: aportes críticos al debate teórico y político* / Karlos Pérez de Armiño , Irantzu Mendia Azkue (editores). Tecnos [etc.].

Mentan, T. (2014). *Africa: facing human security challenges in the 21st century* / Tatah Mentan. Langa Research & Publishing CIG.

Murdie, Amanda (2014). *Help or harm: The human security effects of international NGOs*. Stanford University Press.

Nandy, Debasish & Majee, Debtanu (eds.) (2024). *Human Security in Asia: Interrogating State, Society, and Policy* (First edition). Palgrave Macmillan.

Neack, Laura. (2017). *National, international, and humansecurity: a comparative introduction*. Rowman &

Littlefield.

O'Brien, Karen: St. Clair, Asunción Lera, & Kristoffersen, Berit (Eds.). (2010). *Climate change, ethics and human security*. Cambridge University Press.

Rojas Aravena, Francisco (Ed.) (2012). *Seguridad humana: Nuevos enfoques*. Flacso.

Rosas, María Cristina (2023). *La Seguridad Humana y la Seguridad Multidimensional a Debate. Vulnerabilidades, Riesgos y Amenazas en el Mundo Del Siglo XXI*. (1st ed.). Universidad Nacional Autónoma de México, Instituto de Investigaciones sobre la Universidad y la Educación.

Takahashi, Saul (2014). *Human rights, human security, and state security: the intersection* (1st ed.). Praeger, an imprint of ABC-CLIO, LLC.

Tow, William T. & Walton, David (2013). *New Approaches to Human Security in the Asia-Pacific: China, Japan and Australia* (1st ed.). Routledge.

Uscanga, Carlos, López Rubi, Daniela, & Solano Silva, Mariana Alejandrina (2017). *El dilema de la seguridad humana desde la perspectiva de las regiones del mundo / Carlos Uscanga, Daniela Lopez Rubi, Mariana Alejandrina Solano Silva*. Universidad Nacional Autónoma de México.

Other recommended texts.

Barnett, Jon (2011). Human security. *The Oxford Handbook of Climate Change and Society*, 268-277.

Clay, Edward, & Stokke, Oolav S. (2013). *Food aid and human security*. Routledge.

Den Boer, Monica, & De Wilde, Jaap (2008). *The viability of human security*. Amsterdam University Press.

Faleh Pérez, Carmelo, & Villán Durán, Carlos (2017). *El derecho humano a la paz y la (in) seguridad humana. Contribuciones atlánticas*. Asociación Española para el Derecho Internacional de los Derechos Humanos (aeDIDH).

Hanlon, Robert J., & Christie, Kenneth (2016). *Freedom from fear, freedom from want: An introduction to human security*. University of Toronto Press.

Hernández García, Nuria. (2020). La seguridad humana: del concepto al enfoque. Causas de la reducción de su uso como concepto. *Relaciones internacionales*, (43), 33-48.

Hernandez, Carolina. G., Kim, E. M., Mine, Y., & Xiao, R. (Eds.). (2019). *Human Security and Cross-Border Cooperation in East Asia*. Cham: Palgrave Macmillan.

Kaldor, Mary. (2007). *Human security*. Polity.

Kloppe-Santamaría, Gema, & Abello-Colak, A. (2019). *Seguridad humana y violencia crónica en México: nuevas lecturas y propuestas desde abajo*. Instituto Tecnológico Autónomo de México.

MacFarlane, S. Neil, & Khong, Y. F. (2006). *Human security and the UN: A critical history*. Indiana University Press.

Martin, Mary, & Owen, Taylor (Eds.). (2014). *Routledge handbook of human security*. London: Routledge.

Morillas, Pol (2006). Génesis y evolución de la expresión de la seguridad humana: un repaso histórico. *Revista CIDOB d'afers internacionals*, 47-58.

Newman, Edward (2020). Human security. In *Routledge handbook of peace, security and development* (pp. 33-44). Routledge.

Picciotto, Robert (2017). *Global development and human security*. Routledge.

Scheffran, J., Brzoska, M., Brauch, H. G., Link, P. M., & Schilling, J. (Eds.). (2012). *Climate change, human*

security and violent conflict: challenges for societal stability (Vol. 8). Springer Science & Business Media.

Tadjbakhsh, Shahrbanou (2014). Human security twenty years on. *Norwegian Peacebuilding Resource Center, Expert Analysis*.

Tadjbakhsh, Shahrbanou, & Chenoy, Anuradha (2007). *Human security: Concepts and implications*. Routledge.

Software

Students are expected to have basic knowledge of the most common computer programs for the elaboration of texts, charts and graphs, as well as for the search of specialized information on the Internet.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Spanish	second semester	afternoon