Department of Political Science
University of the Punjab, Lahore
Course Outline

Programme	Diplomacy and Strategic Studies	Course Code		Credit Hours	3
Course Title	**Nontraditional Security Challenges to Human Security**				

Course Introduction

Non-traditional security issues are challenges to the survival and well-being of peoples and states that arise primarily out of non-military sources, such as climate change, resources scarcity, infectious diseases, natural disasters, irregular migration, food shortages, people smuggling, drug trafficking and transnational crime. These dangers are often transnational in scope, defying unilateral remedies and requiring comprehensive – political, economic, social – responses, as well as humanitarian use of military force.

Non-traditional security focuses on non-military threats with these common characteristics:

- The threats are **transnational in nature** with regards to their origins, conceptions and effects.
- They do not stem from competition between states or shifts in the balance of power, but are **often defined in political and socioeconomic terms**.
- Non-traditional security issues such as resource scarcity and irregular migration **cause societal and political instability** and hence become threats to security.
- Other threats like climate change are often **caused by human-induced disturbances to the fragile balance of nature with dire consequences to both states and societies** which are often difficult to reverse or repair.
- National solutions are often inadequate and would thus essentially **require regional and multilateral cooperation**.
- The **referent of security is no longer just the state** (state sovereignty or territorial integrity), but also the people (survival, well-being, dignity) both at individual and societal levels.

Learning Outcomes

On the completion of the course, the students will:

1. Be acquainted with the basic concepts and major debates in international relations
2. Be equipped with sufficient knowledge of prevalent issues
3. Have a thorough overview of international relations that will help them in further, more advanced courses
4. Design a significant roadmap for future discussions and debates to enhance their intellectual caliber
5. Receive an impressive collection of reading and reference material to help them in future research projects and similar research-based activities

	Course Content	Assignments/Readings
Week 1-2	Introduction - Defining human security and nontraditional security challenges - Overview of poverty and wealth inequality as security challenges	Caballero-Anthony, M. (2015). An introduction to non-traditional security studies: a transnational approach.
Week 3-4	Poverty and Human Security - Dimensions of poverty (income, health, education, etc.) - Poverty's impact on human security (vulnerability, exploitation, etc.) - Case studies: poverty in developed and developing countries	Newman, E. (2010). Critical human security studies. *Review of International Studies*, *36*(1), 77-94.
Week 5-6	Wealth Inequality and Human Security - Measuring wealth inequality (Gini coefficient, etc.) - Wealth inequality's impact on human security (social cohesion, conflict, etc.) - Case studies: wealth inequality in developed and developing countries	McDonald, M. (2002). Human security and the construction of security. *Global Society*, *16*(3), 277-295.
Week 7-8	Global Governance and Economic Systems - International economic systems (capitalism, socialism, etc.) - Global governance structures (WTO, IMF, etc.) - Impact on poverty and wealth inequality	Thomas, C. (2001). Global governance, development and human security: exploring the links. *Third World Quarterly*, *22*(2), 159-175.
Week 9-10	Human Security and Development - Human development indices (HDI, etc.) - Sustainable development goals (SDGs) - Case studies: successful development initiatives	Caballero-Anthony, M. (2016). Non-traditional security concept, issues, and implications on security

		governance. *Georgetown Journal of Asian Affairs*.
Week 11-12	Human Security and Development - Human development indices (HDI, etc.) - Sustainable development goals (SDGs) - Case studies: successful development initiatives	Newman, E. (2020). Human security. In *Routledge handbook of peace, security and development* (pp. 33-44). Routledge.
Week 13-14	Policy Responses and Solutions - Poverty reduction strategies (cash transfers, microfinance, etc.) - Wealth inequality reduction strategies (progressive taxation, etc.) - International cooperation and global initiatives	Mendonca-Sandhir, A. (2019). Understanding Non Traditional Security– Some reflections on Human Security. *Mapping South Asia*, 240.
Week 15-16	Recap of key concepts and challenges Future directions for addressing poverty and wealth inequality	Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. *Journal of business venturing*, *34*(1), 197-214.
Textbooks and Reading Material		

The lectures will supplement discussions through books and online academic material. The objective would be to engage students in reading and listening to expert opinions to develop their own understanding of various concepts that are essential in the subject. The curriculum will not depend on a fixed set of readings and online lectures but will diversify to accommodate research articles and opinions as well as interviews to provide a broad spectrum analysis and discourse.

Recommended Books (material can be provided as lectures proceed)
1. "Human Security and Poverty Reduction" by UNDP (2019)
2. "The Poverty-Conflict Nexus" by Sarah A. Tobin (2018)
3. "Wealth Inequality and Human Security" by Richard Jolly (2019)
4. "Non-Traditional Security Challenges in Asia" edited by Mely Caballero-Anthony (2016)
5. "Human Security and Development" by the United Nations (2018)

6. "Poverty, Inequality, and Human Security" by the World Bank (2020)
7. "The Human Security Approach to Poverty Reduction" by the OECD (2019)
8. "Wealth Inequality and Human Security in the 21st Century" edited by Richard Jolly and Deepak Nayyar (2020)
9. "Non-Traditional Security Threats to Human Security" edited by R. Thilagaraj (2019)
10. "Human Security and Sustainable Development" by the United Nations (2020)

Teaching Learning Strategies

1. Relevant material will be provided beforehand to the class both in printed and electronic form to match with the course contents designed
2. Reciprocal teaching method can be implemented to allow students a chance to speak their mind and discuss their problems
3. Brainstorming sessions will be encouraged with instructional scaffolding to allow students to develop their intellectual capabilities before being introduced to technical subjects
4. Didactic questioning by the instructor will be a viable teaching tool to initiate small group discussions in a think-pair-share collaborative teaching environment.
5. Individual presentations may also be assigned to exclusively focus on students with learning difficulties or exceptional students with a potential to offer more to the class environment.

Assignments: Types and Number with Calendar

1. Week Four: Student report submission for previous lectures taught
2. Week Six-Eight: Surprise Quiz or Show-and-Tell Presentation on topics covered
3. Week Eleven: Research Report post-Midterms
4. Week Fifteen: Grouped presentations of Poster Competition on topics assigned

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.