Human security including protection of civillians, child protection and gender topics - 8SM2SPED-3001

Credits for implementation (min - max)	5 - 5 cr
Credits for course (min - max)	5 - 5 cr
Person in charge	
Places (min - max)	0 - 0
Implementation time	Jan 17, 2022 - Feb 4, 2022
Enrolment time	Dec 1, 2021 12:00:00 AM - Dec 31, 2021 11:59:00 PM

Course information

Implementation information

Evaluation scale
Approved / Not approved

Methods and grounds for evaluation
The Human Security elective will be assessed according to NDU guidelines as a pass or fail.
All individual and group learning activity products throughout the course will be used as formative assessment. The summative assessment has two parts: 1) an individual writing task and 2) an exercise with briefs to the commander, role-play and written products.

Students will get written feedback on their written assignments and verbal feedbackon their exercise performance. Feedback will be delivered 6 weeks, latest, after the elective course has ended.

Teaching methods
The aim of this Human Security elective course is to provide (within civilian and military participants) insights on the role of the military as one of the human security providers and protection actors in contemporary conflicts (on operations). The elective course focuses on how to protect civilians from threats of physical violence. The course also enhances the military's understanding of how military options impact civilians and how the military can support other non-lethal actions to minimize the negative impacts on civilians in conflicts. Other learning outcomes include analysis of civilian vulnerabilities, prevention and response to conflict-related sexual and gender-based violence and cross-cutting themes, such as gender, children and cultural property protection. The course will enhance the knowledge and critical understanding of the multiple dimensions and meanings of human security. The learning outcomes of the Human Security elective course will require students to use the competence they will have already gained earlier during theirmaster's studies (for example, English communication studies, operational planning and conduct of operations).

Core subjects of the course (80%):
1. Operational environment analysis of the crisis from the perspective of human security
2. Threats of violence towards the civilian population
3. Physical security of the civilian population

4. Assessment of how the protection of civilians can be conducted in a military-operation context
5 Assessment of the effectiveness of military efforts to protect civilians?
6. Cross-Cutting themes

As supplementary content (20%) the following is introduced and deepened:
How human security elements fit into national defence

After completing the course, the student is able to:
1. Explain the difference between human security and state/national security
1. Explain why the protection of civilians has become an important military objective
1. Explain the military role in human security
1. Explain how armed conflict has changed (since the end of the cold war)
1. Explain how civilians are affected by armed conflicts
1. Recall how civilians cope with violence
2. Explain why perpetrators target civilians
2. Explain different types of threats to civilians (incl. Categorize different types of threats to civilians - rationale, type of actor, strategies and tactics, capabilities and expected outcome)
2. Analyze physical threats to civilians
3. Explain how military force can be effectively utilized to protect civilians from violence
3. Explain the most relevant response options to different types of threats
3. Explain how factor and centers of gravity analysis improve the planning of protection operations
3. Distinguish the most relevant courses of action against different types of threat
4) Explain how we can measure the effectiveness of military protection operations
5) Explain the NATO Protection of Civilians military concept
5) Explain gender perspective
5) List practical examples why we need to integrate the gender perspective into operations
5) Conduct population centric (Gender +) analysis
5) Explain why Cultural Property Protection matters
5) Explain how dilemmas may arise from different courses of action to protect civilians

Teaching material
The Human Security elective course is NATO Unclassified Releasable to Partners.

The learning environment is either a classroom environment or the students' own accommodation. There is no field exercise.

Further information for students
• The Human Security Elective 2022 has its own website ("workspace") on the PvMoodle LMS.
• Dress code during the course is the service dress(-83) or smart casual.
• Students need to register for the PvMoodle workspace, NATO JADL and onto NODEFIC Human Security Learning path portals before the course starts.
• Students need to collect the required reading materials from PvMoodle and from the NDU library.
• If the final exercise will be conducted in Oslo, all the students need to have a valid passport or identity card.

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Alternative ways of completing the course
The workload on the Human Security elective course has been calculated to be 5 ECTS (135 hours). The weekly workload will vary from 40 to 50 hours. The amount of time required for self-study and

writing assignments will depend in part on the learner's English language proficiency.

The elective course progresses from a short introduction (for example, video or immersive training material) to the topic, followed by reading assignments and group discussions.

Students must start working on their written assignment at the beginning of the course and they are to finalize it during the third week (2 days). The written assignment is approximately worth 1 ECTS, and therefore requires26-27 hours of work

Practical training and working life connections
The Human Security elective course does not provide any licenses to the students.

Exam schedule
Compulsory/obligatory reading material for the Human Security Elective:
• Slim, Hugo. 2007. Killing Civilians: Method, Madness and Mortality in War.
• Smith, Rupert. 2008. The Utility of Force: The Art of War in the Modern World.
• Beadle, Alexander W. ''Military Planning and assessment guide for the protection of civilians''
• Few recent selected articles (TBD)

Optional reading materials (selected parts) for the Human Security Elective:
• Beadle, Alexander W. ''Protection of Civilians – military planning scenarios and implications''
• Beadle, Alexander W. & Våge, Anders S. ''Assessing protection of civilians in military operations''
• James Waller: Becoming Evil – How ordinary people commit genocide and mass killings
• Kaldor, Mary. ''In Defence of New Wars''
• Baldwin, David. ''The Concept of Security''
• Buzan, Barry. ''New Patterns of Global Security''
• Dallaire, Roméo & Beardsley, Brent. 2003. Shake hands with the devil: the failure of humanity in Rwanda.
• Beah, Ishmael. 2008. A long way gone: memoirs of a boy soldier.
• Leydesdorff, Selma. 2011. Surviving the Bosnian Genocide: The Women of Srebrenica Speak.
• 1994 UNHCR report on Human Security (selected parts)

• Policy/concept/doctrine documents:
NATO POC Policy and Concept
UN DPKO/DFS POC Policy
NATO Military Guidelines on conflict-related sexual and gender-based violence
UN MARA Guidelines
UN CRSV Policy
NATO BI-SC 40-1 (rev 3.) on Gender Perspective
UN DPKO/DFS 1325 Policy/Implementation guidelines
NATO CAAC Policy
UN Child Protection Policy
NATO CPP relevant documents
UNICEF CPP Policy
UN YPS relevant documents
NATO doctrine AJP 3.4.3 Military contribution to Humanitarian assistance
Compulsory/obligatory instructional material for the Human Security Elective:
• NODEFIC HUMAN SECURITY LEARNING PATH: HUMAN SECURITY AND THE MILITARY ROLE - FINDING THE UTILITY OF MILITARY FORCE TO PROTECT CIVILIANS FROM

VIOLENCE
• NATO Protection of civilians immersive training
• NATO Children and armed conflict immersive training
• NATO ADL 169: Gender
• Movie: Eye on the sky
Selected video clips (for example: UNSSC Human Security Approach,
https://www.youtube.com/watch?v=xdo9GTNP0D8; Hugo Slim and Deborah Mancini-Griffoli,
Interpreting Violence, Anti-civilian thinking and practice, and how to argue against it more effectively,
Centre for Humantarian Dialogue, 2007, https://www.hdcentre.org/wp-
content/uploads/2016/08/85InterpretingViolence-Anti-
civilianthinkingandpracticeandhowtoargueagainstitmoreeffectively-January-2008.pdf; UN University,
The Use of Force in Defence of Human Rights, a Conversation with Professor Mats Berdal
https://www.youtube.com/watch?v=pbrLBmAcNOU; UN Video Mandate to Protect, Rwanda/Delare
video, ICRC Videos on protection)

- The final reading list will be distributed via PvMoodle before the course starts.

Evaluation criteria - approved/not approved
Pass:
In order to pass, a student needs to show that s/he has mastered the learning outcomes and can
produce assignments using correct terminology with arguments that are solid and based on the
learning material provided during the course. Students need to be active during all formative
assessment discussions and tasks and show commitment and believe in the value of human security
considerations during the final table top exercise.

Fail:
A student will fail if s/he fails to demonstrate the competence described in learning outcomes and/or
does not show believe in the importance of human security considerations during the planning,
conduct and evaluation of military operations. A student will also receive a fail if s/he in not able to
complete given assignments.

Teachers