

1. BASIC INFORMATION

Course	State Defense Structures
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	Fourth Year
ECTS	6 ECTS
Credit type	Elective
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	PhD. Thomas Kruiper

2. PRESENTATION

This course is designed to present students with a deeper understanding of the domestic and international security structures of states. Whereas the concept of defense studies is typically associated with domestic police institutions and military security, modern security studies include a much broader array of state activities, related to a wide range of security threats, including regime security, societal security, arms coups d'état, terrorism, weapons of mass destruction, arms proliferation, and cyber security. To understand fully the defense structures of modern states, we thus need to study traditional military institutions, but also the institutions that states have established to deal with modern security threats.

The course is divided into three blocks that help conceptualize the different perspectives on the defense structures of states: (1) Traditional Threats to States and the Broadening of Security, (2) Contemporary Threats and the Deepening of Security, and (3) Case studies of security issues of specific case studies, typically related to students' Bachelors Thesis project. Together, these blocks help students gain a deeper understanding of today's major security threats that states deal with, as well as the actions that states take to strengthen their defense structures.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 – Students possess and demonstrate their knowledge in an area that departs from a level of secondary education and is based on advanced textbooks, and includes aspects that imply knowledge of their field of study.
- CB2 – Students know how to apply knowledge from their field of study, work, or vocation in a professional manner and possess competencies that are demonstrated by elaborating and

constructing arguments relevant to the main concepts of the course. Students show problem-solving skills.

- CB3 – Students have the capacity to combine and interpret relevant data and content within the course and are able to analyze, judge, and reflect upon issues and case studies related to the course topic.
- CB4 – Students can transmit information, ideas, problems, and solutions to an audience, whether specialized or not.
- CB5 – Students develop learning abilities necessary to understand future studies with a great deal of autonomy.

Cross-curricular competencies:

- CT4 – Ability to analyse and synthesise. Being capable of disentangling complex situations or problems into separate parts. Being able to evaluate alternative options, solutions, or perspectives in order to find optimal solutions to a problem. Being able to synthesise complex problems into understandable blocks and propose a solution.
- CT6 – Oral and Written communication. Ability to transmit and receive data, ideas, opinion and attitudes and turn them into comprehension and action, whether in an oral presentation, debate, or through written exercises or explaining graphs and tables.
- CT9 - Skills in interpersonal relationships: Ability to relate positively with other people by verbal and non-verbal means, through assertive communication, understood as the ability to express or convey what you want, what you think or feel without discomfort, aggression or hurt feelings of the other person.
- CT10 – Innovative and entrepreneurial spirit. Capacity to cope with and resolve difficult and stressful situations successfully. Capacity to anticipate problems, propose improvements and plan successfully. Ability to successfully manage projects.
- CT11 - Planning and time management: Ability to set objectives and choose the means to achieve those objectives using time and resources effectively.
- CT14 – Innovation and Creativity. Capacity to propose and elaborate new and original solutions that add value to proposed problems, including those coming from other academic or professional fields.

Specific competencies:

- SC17 – Have the ability to establish analogies and differences between different actors in the international system.
- SC20 – Analyse, interpret, and develop programs and projects oriented at improving aspects related to international security.
- SC21 – Contribute to the design of policies of sustainable development that favor equality, reduce poverty, and that encourage citizen participation and democratization.
- SC22 – Be actively involved in the proposition of solutions to specific problems and conflicts regardless of their geopolitical area.

Learning outcomes:

- LO1: The student will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO2: It will be able to contribute to promoting peace policies and proposals for peaceful solutions to conflicts.
- LO3: Be able to inform, evaluate and assess facts and situations of international security.
- LO4: Capable of analyzing, interpreting and developing programs and projects aimed at improving aspects related to international security.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT4, CT6, CT10, CT11, CT14, CE17, CE20, CE21, CE22	LO1: The student will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
CB1, CB2, CB3, CB4, CB5, CT4, CT6, CT09, CT10, CT11, CT14, CE17, CE20, CE21, CE22	LO2: It will be able to contribute to promoting peace policies and proposals for peaceful solutions to conflicts.
CB1, CB2, CB3, CB4, CB5, CT4, CT6, CT09, CT10, CT11, CT14, CE17, CE20, CE21, CE22	LO3: Be able to inform, evaluate and assess facts and situations of international security.
CB1, CB2, CB3, CB4, CB5, CT4, CT6, CT09, CT10, CT11, CT14, CE17, CE20, CE21, CE22	LO4: Capable of analyzing, interpreting and developing programs and projects aimed at improving aspects related to international security.

4. CONTENT

Analysis of the organizations destined to the defense of the states and the structure of the armies. The defense policy of the states within the framework of the rule of law.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative Learning
- Challenge-Based Learning (PBL)
- Simulation Environments
- Case Studies

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Debates	8
Oral Presentations	11
Tutoring	18
Autonomous work	50
Master Class	20
Non-Synchronous Classes	10
Case Studies	12
Problem Solving	15
Written assignments	4

Assessments	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge Assessment	30%
Oral expositions	20%
Portfolio	30%
Individual assignments	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First assessment period

To pass the course in the first evaluation period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second assessment period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Evaluated activities	Deadline
Knowledge Assessment	2 nd half of May (exact date tbd)
Oral expositions	Weeks 5, 8, 11, 14
Portfolio	Weekly forum assignments
Individual assignments	Weeks 5, 8, 11, 14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Collins, Alan. 2021. *“Contemporary Security Studies”*. Oxford, Oxford University Press. ISBN-13: 9780198804109*

The recommended Bibliography is:

- Buzan, Barry. 1972. *“People, States and Fear: An Agenda for International Security Studies in the Post Cold War Era”*. (London: Pearson).
- Hough, Peter. 2004. *“Understanding Global Security”*. (London: Routledge).

The only book you need to buy is the one by Collins (“Contemporary Security Studies”*). All other readings will be provided in PDF through Blackboard.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.