

Syllabus
Comparative Security and Defense Policy
(4 ECTS)

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1. Course Description

A Prerequisites

The course examines the role of the diversity of international interventions in the context of state-building, peace building or humanitarianism. Interventions can be military in nature, but also in relation to development- or peace-related objectives. They can be formally authorised through a mandate of the United Nations, for instance, or can alternatively take place in more informal ways. Security matters.

The course is for the Masters Program of Political Analysis and Public Policy and is currently offered for the second year students of the Masters program. The interdisciplinary character of the course has the overlapping and peripheral proximity with the following disciplines of the Masters program

- Conflict studies and mediation
- Global Political Economy

- Global Actors in Public Policy
- Comparative Public Policy

The following knowledge and skills are needed to study this discipline:

- To know basic and good knowledge of disciplines such as (international relations, conflict and peace studies, political science, public Policy and policy public administration along with fundamental awareness of the international political and cultural space.
- To be able to identify the policy making process as a dynamic and complex activity
- To have basic academic skills, such as collecting, analyzing and logically presenting information and data on the certain topic, participating in a group discussion, writing an essay, making a presentation, etc.

B Abstract

It is not easy to conceive of a world and its policy space without the security dimension around it. The social construct of the modern world does have a larger security question and the dilemma on this has only exacerbated. The regional configurations or the political alignments of the new political order does demand the social and political stability as the pre condition for progress and hence the security becomes quite paramount. In the more technical language of social science, security is often referred to as an ‘essentially contested concept’ (see Galli1956), one for which, by definition, there can be no consensus as to its meaning While in one sense this is certainly true – security undoubtedly means different things to different people

Particularly centered to have a fair understanding of this discipline is evolved around on five concepts – Great power politics, technological innovation, the internal dynamics of academic debates and institutionalization. (Buzan and Hansen 2009).

It is impossible to make sense of world politics without reference to it. Every day, people somewhere in the world are killed, starved, tortured, raped,

impoverished, imprisoned, displaced, or denied education and healthcare in the name of security. All this makes security a fascinating, often deadly, but always important topic of study in the comparative basis to observe and discern the comparative policy in the matters of security.

1. Learning Objectives

Equip students through the general concepts and theoretical knowledge of the idea of security – its different dimensions and the challenges.

- ✓ The historical evolution of the security policies of the states both in the post war era and after the fall of the Berlin wall in Europe.
- ✓ The course has a global outlook in analyzing the comparative aspect of defence and security policies both in the Global North and the Global South.
- ✓ The course shall study the impact of the non state actors in the stabilization/destabilization of the security policy making.
- ✓ The policymaking and governance of defence and security in regional institutions

2. Learning Outcomes Having mastered the course, the students are expected:

- ✓ Have the *substantial knowledge, comparative material and critical analytical tools* to gain deeper insights into - and educate the judgment on - the principled issues at stake about the policy making spaces in security and defence areas
- ✓ The students shall be aware of the various regional, transnational security and the defence organizations.

- ✓ The students shall be aware of the main trends and current affairs in the politico-religious landscape of *Asia, Africa and Europe*. This will include comparisons with the landscape in other parts of the world, in particular the US.
- ✓ Be in the position to identify the main debates on Security and defence policy making and the role of the regional and multi lateral organization.
- ✓ Students will learn about the debates in *security policy making process and the role fo the non state actors* and *political theory* on the viability and continued justification of the defence build up in the post cold war era

3. Be able to:

- ✓ Ability to contextualize changes and contestations in the security and defence issues in different parts of the world,
- ✓ The capacity to examine the impact of the non state actors has on the defence and security policy making, to understand where these processes come from and to discuss where they may be headed
- ✓ Ability to examine and assess policies on defence and security in different parts of the world in general , and to discuss their influence on religious practices.
- ✓ Ability to analyze and summarize different defence alliances from around the world and the policy process of the countries that are not part of these organizations. How they enhance or diminish the over environment of security.

4. To obtain skills to:

- ✓ To gain the knowledge about various debate and theoretical discussion on the issue of defense and security policy
- ✓ Have the possibility to create the simulated project report for the state and non state organizations for the policy making on the basis of the security and defense organizations
- ✓ To distinguish Security concept from the Defense discourse – Whether security is always a militaristic concept or has a wider Human understanding along with it.
- ✓ Analyze and explain through the latest trends on the withdrawal and engagements of states in various security organizations

- ✓ To examine the efficacy of the limits of understanding security through defense paradigm ?
- ✓ Design and propose customized solutions keeping a holistic perspective on the issue of the issue of the defense policy making and understand the role of the different global actors.

№	Topic
1	<p>Introduction – a. What are the key security studies issues –whose security, how can it be achieved?</p> <p>b. Is it different from the defence/strategic policy studies Global security issues – Existential and emancipating threats</p>
2	<p>The political Subsystem- a. Defence and security policy processes - Political Security of the government and regimes - ideologies for legitimacy</p> <p>b. Political security of the states – Policy making process for the organizational stability of states</p>
3	<p>Societal security policy in regional and multilateral context:</p> <p>a. The policies of the sustainability and evolution of traditional patterns of language, culture, and religious and national identity and custom.</p> <p>b. International Migrations, Security and Identity</p>
4	<p>Environmental security policy, Climate Risks: the sustainable development goals for the vulnerable states – The security for the next generation</p>
5	<p>The Economic security: a. access to the resources and The Geography of Wars.</p> <p>b. Finance and markets as the preconditions for alliances and defence organizations</p> <p>Mid Term</p>
6	<p>Military security Policy : interplay between the armed offensive and defensive capabilities of states and interplay of the military alliances organizations</p>
7	<p>a. Study of military security Policy as one subset of security studies /strategic studies,</p> <p>b. Target centred global threat assessment and policy limitations</p>
8	<p>Violence and Insecurity –</p> <p>a. Gendered perspective on the security studies ,</p> <p>b. The policies of the major powers on the IDP and conflict regions area –their implication</p>

№	Topic
9	Defense and security policy space as an enterprise in the global political economy and regional policy process
10	Cyber threats, International terrorism , weapons of mass destruction – Major challenges and the policy making process of the states and the regional military organizations to overcome these challenges
11 1	Globalization questioned ?, Crisis and Security and Global Rivalries- Challenges for the mapping a new security policy platform

5. Reading List

Required Reading

- Buzan, Barry, and Lene Hansen. *The Evolution of International Security Studies*, Cambridge University Press, 2009. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=461087>.
- Gooch, John, and Amos Perlmutter. *Strategy and the Social Sciences : Issues in Defence Policy*, Routledge, 1981. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=235384>
- Larivé, Maxime H. A.. *Debating European Security and Defense Policy : Understanding the Complexity*, Taylor & Francis Group, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1774184>.
- *Comprehensive security in Asia : Views from Asia and the West on a changing security environment*, edited by K.R. Radtke, and R. Feddema, BRILL, 2000. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=253442>.
- Coletta, D. (2007). Unipolarity, Globalization, and the War on Terror: Why Security Studies Should Refocus on Comparative Defense. *International Studies Review*, 9(3), 385-406. Retrieved from <http://www.jstor.org/stable/4621832>
- Oberleitner, Gerd. "Human Security: A Challenge to International Law?" *Global Governance*, vol. 11, no. 2, 2005, pp. 185–203. *JSTOR*, www.jstor.org/stable/27800564.

- Caparini, Marina, and Philipp Fluri. "Mapping Civil Society in Defense and Security Affairs: An Agenda for Research." *Connections*, vol. 1, no. 4, 2002, pp. 51–62. *JSTOR*, www.jstor.org/stable/26322966.
- Koch, Michael T., and Sarah A. Fulton. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *The Journal of Politics*, vol. 73, no. 1, 2011, pp. 1–16. *JSTOR*, www.jstor.org/stable/10.1017/s0022381610000824.
- Scanlan, Stephen J. "Food Security and Comparative Sociology: Research, Theories, and Concepts." *International Journal of Sociology*, vol. 33, no. 3, 2003, pp. 88–111. *JSTOR*, www.jstor.org/stable/20628687.

Optional Reading –

- *shadow Globalization, Ethnic Conflicts and New Wars : A Political Economy of Intra-State War*, edited by Dietrich Jung, Routledge, 2003. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=171308>
- *Arctic Security in an Age of Climate Change*, edited by James Kraska, Cambridge University Press, 2011. ProQuest E book Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=803124>.
- *Civil-Military Relations in Perspective : Strategy, Structure and Policy*, edited by Stephen J. Cimbala, Routledge, 2016. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=838323>.
- Gariup, Monica. *European Security Culture : Language, Theory, Policy*, Routledge, 2009. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=438668>.
- YUAN, JING-DONG. "STUDYING CHINESE SECURITY POLICY: TOWARD AN ANALYTIC FRAMEWORK." *The Journal of East Asian Affairs*, vol. 13, no. 1, 1999, pp. 131–195. *JSTOR*, www.jstor.org/stable/23257218.
- Wolf, C., Dalal, S., DaVanzo, J., Larson, E., Akhmedjonov, A., Dogo, H., . . . Montoya, S. (2011). Chinese and Indian Defense and Defense Procurement Spending to 2025. In *China and India, 2025: A Comparative Assessment* (pp. 79-102). Santa Monica, CA; Arlington, VA; Pittsburgh, PA: RAND Corporation. Retrieved from <http://www.jstor.org/stable/10.7249/mg1009osd.13>
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- Glaser, Charles L. "The Security Dilemma Revisited." *World Politics*, vol. 50, no. 1, 1997, pp. 171–201. *JSTOR*, www.jstor.org/stable/25054031.
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- Grizold, Anton. "THE CONCEPT OF NATIONAL SECURITY IN THE CONTEMPORARY WORLD." *International Journal on World Peace*, vol. 11, no. 3, 1994, pp. 37–53. *JSTOR*, www.jstor.org/stable/20751984.
- Steiner, Barry H. "Policy Organization in American Security Affairs: An Assessment." *Public Administration Review*, vol. 37, no. 4, 1977, pp. 357–367. *JSTOR*, www.jstor.org/stable/974866.
- Tagarev, Todor. "Enabling Factors and Effects of Corruption in the Defense Sector." *Connections*, vol. 9, no. 3, 2010, pp. 75–86. *JSTOR*, www.jstor.org/stable/26326215.

6. Grading System

Course Grade Criteria

Continuing assessment consists of grading students' regular class participation and active presence, the home assignment, midterm exam and the final paper and group presentation.

- their knowledge of required readings and their acquaintance with at least some of the recommended readings;
- their ability to collect information on a particular topic independently;
- their ability to analyze and generalize the collected information and data;
- their ability to present their material, point of view and arguments;
- their ability to participate in a group discussion
- their ability to discuss other students' work

1. Please make sure that your papers make an argument and are analytical (that is, discuss several important themes using specific examples from the readings); purely descriptive papers will receive lower grades.

2. All papers should be emailed to me and my teaching assistant by the beginning of class for which it is due, unless another due date and time has been given. No hard copies of any written work need to be turned in unless requested. Unless you have made arrangements with me beforehand, **late assignments will be penalized one letter grade per day they are late**, particularly when papers are related to the discussion that will take place in class that day.
3. **Please note:** *Plagiarism or cheating of any kind will not be tolerated. If you borrow ideas, writings, etc., from other people and do not give them credit, the assignment will be given an automatic zero, and you will most likely be given a NC in the class.*

Cumulative grade for current work formula is:

$$G_{final} = 0,7 G_{cumulative} + 0,3 G_{exam}$$

where

$$G_{cumulative} = 0,2 \text{ active participation and presence in the class} + 0,3 \text{ Mid term examination} + 0,2 \text{ Group presentation and participation in the Project work} + 0,3 \text{ Final paper}$$

The discipline is taught during two modules and there is an active and evolving evaluation where active and competent participation at tutorials coupled with the home work is an important contributing factor to the final grades. It is to be noted that the students having less than 80 percent of attendance shall have to give the additional test on the thematic that are taught in the class.

7. Examination Type

Both Mid-term and the final exam will be held in the form of presentation based on the content of student's final essay

8. Methods of Instruction

The course is built upon the combination of modern educational techniques. It combines active and interactive forms of teaching. It relies more on discussion and group work besides the conventional lecturing. So the students are supposed to actively participate in the in-class group work. They are also expected to do their homework and additional reading.

9. Special Equipment and Software Support (if required)

The course requires a computer (laptop) and projector for Power Point presentations.