

COURSE GUIDE

International Relations

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Grado (Bachelor's Degree)	Bachelor's Degree in Political Science and Public Administration	Branch	Social and Legal Sciences
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Module	Política Internacional, Unión Europea y Política Comparada	Subject	Relaciones Internacionales
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Year of study	2º	Semester	2º	ECTS Credits	6	Course type	Compulsory course
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PREREQUISITES AND RECOMMENDATIONS

- There are no prerequisites to register for the course. Nonetheless, it is advisable to:
- Have a general knowledge of International Law.
- Keep up with what is happening in the world by regularly reading a current events news source.
- Bear in mind this is a lecture-based class with as many questions and answers sessions during each class period as possible. That means you must complete the required reading before each class. In order to help you keep current on the readings, periodic, in-class reading quizzes shall be used for assessing your progress.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- The emergence of the discipline and the nature of its subject matter.
- Key agential concepts in IR: state; empire; international and sub-national agents; foreign policy.
- Key concepts in IR: the states system; Euro-centrism, globalisation, global governance; security, international society; great powers; diplomacy; war; balance of power; international law and human rights, power and sovereignty; intervention; anarchy.

SKILLS

GENERAL SKILLS

- CG01 - Capacidad de análisis y síntesis.
- CG02 - Capacidad de organización y planificación.
- CG03 - Comunicación oral y escrita en lengua castellana
- CG05 - Capacidad de gestión de la información.
- CG06 - Capacidad de resolución de problemas.



- CG07 - Capacidad de toma de decisiones.
- CG08 - Capacidad de trabajo en equipo.
- CG09 - Habilidades en las relaciones interpersonales.
- CG10 - Reconocimiento a la diversidad y la multiculturalidad.
- CG11 - Capacidad de razonamiento crítico.
- CG12 - Desarrollo de aprendizaje autónomo.
- CG13 - Adaptación a nuevas situaciones.
- CG14 - Capacidad para desarrollar actividades creativas.
- CG15 - Capacidad de liderazgo.
- CG16 - Conocimiento de otras culturas y costumbres.
- CG18 - Motivación por la calidad.
- CG19 - Desarrollo de la capacidad de realizar bien un proceso a partir de unas directrices.

SUBJECT-SPECIFIC SKILLS

- CE04 - Analizar el comportamiento de los actores políticos y de los ciudadanos.
- CE11 - Analizar la política internacional y de la Unión Europea.
- CE16 - Interesarse por los debates teóricos y metodológicos actuales relativos a la necesidad de avanzar hacia planteamientos más plurales, integradores y comprensivos en la Ciencia Política y de la Administración.
- CE17 - Adquirir una actitud crítica y analítica ante acontecimientos políticos.
- CE18 - Apreciar la importancia de colaborar, participar e implicarse en el análisis de los procesos políticos, los actores y las instituciones, como pauta para la mejora en la toma de decisión.
- CE19 - Fomentar una actitud abierta, flexible y comprensiva sobre la naturaleza compleja, dinámica, social e ideológica de la política y de las administraciones públicas.

LEARNING OUTCOMES

On successful completion of the course the student will be able to:

Knowledge and understanding

- Identify the fundamental features of central concepts and theories in international relations;
- Analyze and understand the major themes of international relations and global politics
- Develop an appreciation of the theory and its utility in the study and practice of International Relations explain the importance of central historical events and processes in the development of the study of international relations;

Competence and skills

- Pursue argumentative reasoning in writing and orally;
- Improve critical thinking and writing skills
- Apply theoretical concepts in the study of empirical processes;
- Demonstrate the ability to describe the legal, social, political, and economic forces that influence social behaviour and the global system.

Judgment and approach

- Compare different theories in international relations and their underlying basic assumptions and premises;



- Explain the significance of global problems being perceived in different ways depending on theoretical perspective as well as historical context.
- Use knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

SYLLABUS

This syllabus is based on Prof. Diego J. Liñán's «Relaciones Internacionales» course. It has been adapted and translated by Prof. Ozana Olariu and Prof. Antonio Sanchez.

PART I. INTRODUCTION TO INTERNATIONAL RELATIONS

Unit 1. Understanding International Relations

Unit. 2. The development of the International System

Part II: ACTORS

Unit 3. State Players

Unit 4. International Organizations

Unit 5. Other Actors

PART III: PROCESSES

Unit 6. War and conflicts

Unit 7. International Security

Unit 8. International Cooperation

PRACTICAL SYLLABUS

Practical activities include, amongst others (to be detailed in February, depending on the number of students enrolled):

1. Group seminars
2. Pop-quizzes and discussions to assess the level of knowledge and understanding of the syllabus.
3. Group presentations and essays on given topics.

The lecture and seminar timetable shall be published in mid-February, during the second week of classes.

RECOMMENDED READING



ESSENTIAL READING

- ROCHESTER, J. M.. Fundamental Principles of International Relations, Routledge, 2010. Available at ProQuest Ebook Central.
- BAYLIS, J.; SMITH, St. y OWENS, P. The Globalization of World Politics. An Introduction of International Relations, Oxford University Press, 2019.

COMPLEMENTARY READING

- ADLER, E. Constructivism in International Relations: Sources, Contributions, and Debates, Handbook of International Relations, 2013, vol. 2, pp. 112-144.
- BROWN, Ch. y AINLEY, K. Understanding International Relations, Palgrave, New York, 2013
- DEVETAK, R., GEORGE, J. y PERCY S. (Eds.): An Introduction to International Relations, Cambridge University Press, 2017.
- DOYL, M. W. New Thinking in International Relations Theory, Routledge, London, 2018.
- Frieden, Jeffrey A., Lake D., and Schultz. K. World Politics: Interests, Interactions, Institutions. Fourth Edition. New York & London: W.W. Norton & Company, 2018.
- GRIFFITHS, M. (Dir): International Relations Theory for the Twenty-First Century, Routledge, New York, 2007.
- HANSON, M. Global "Weapons Proliferation, Disarmament, and Arms Control." In Global Insecurity, Palgrave Macmillan, London, 2017, pp. 175-193.
- HAYDEN, P. Cosmopolitan Global Politics, Routledge, London, 2017. • HEYWOOD, A. Global Politics, Macmillan International Higher Education, New York, 2014.
- JACKSON, R. y SØRENSEN, G. Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015.
- MCLAREN, P. y GUTIERREZ, K. Global Politics and Local Antagonisms: Research and Practice as Dissent and Possibility, 2018.
- PHILLIPS, A. "The wars on terror, dueling internationalisms and the clash of purposes in a post-unipolar world", International Politics, vol. 50, Issue 1, January 2013, pp. 77-96.
- REUS-SMIT, Ch. y SNIDAL, D. (ed): The Oxford Handbook of International Relations, Oxford University Press, New York, 2008.
- THOMPSON, P. Peace and war: A Theory of International Relations, Routledge, London, 2017.

RECOMMENDED LEARNING RESOURCES/TOOLS

- United Nations (UN): <http://www.un.org>
- African Union (AU): <http://www.au.int/>
- Council of Europe (CoE): <http://www.coe.int>
- European Union (EU): <http://europa.eu/>
- Organization of American States (OAS): <http://www.oas.org>

Other useful links:

- Revista Electrónica de Estudios Internacionales: <http://www.reei.org>
- Publications of the European Society of International Law: <https://esil-sedi.eu/category/publications/>
- Resources of the American Society of International Law: <https://www.asil.org/resources>
- Links to a wide variety of resources ranging from news wires and newspapers to Government home pages and international institutions: <https://www.oxan.com>



TEACHING METHODS

- MD01 Lección magistral/expositiva
- MD02 Sesiones de discusión y debate
- MD07 Seminarios
- MD08 Ejercicios de simulación
- MD09 Análisis de fuentes y documentos
- MD10 Realización de trabajos en grupo
- MD11 Realización de trabajos individuales

ASSESSMENT METHODS (Instruments, criteria and percentages)**ORDINARY EXAMINATION DIET**

Examination in the course is carried out in the form of continuous assessment. Continuous assessment means assessing students' progress throughout their course, evaluating their course assignments, and participation in classes and seminars (literature review quizzes, role play, group projects, and presentations; all assignments are designed not just to test what you know, but to help you develop your knowledge, skills, and confidence), as well as through an end-of-term assessment). The course shall be evaluated by means of

- Exams to be determined by the course instructors (either written or oral exams or a combination of both). This assessment component shall make for 60% of the final grade.
- Active participation in two review-debate-quiz sessions, as well as group or individual writing assignment. This shall make for 40% of the final grade. Compulsory attendance applies to review sessions, seminars, and discussion classes. Lack of attendance or lack of effective and fruitful participation will be reflected in the final grade.

The grading system will reflect a numeric mark, according to article 5 of R. D. 1125/2003, September 5th, regulating the European Credit System and the grading system in official university degrees, valid in the whole Spanish territory. The final mark obtained by a student will be the average grade of all assessment activities applicable to a particular course.

Students are strongly advised to carefully read the "Description of assessment", available in PRADO2. NOTA BENE:

Students who are not able, or not willing, to pass the exam may obtain a certificate of attendance. They MUST inform the lecturer at the beginning of the term and prove attendance to at least 80% of the lectures and seminars. Failure to do so at the beginning of the term precludes the issuance of such a certificate. • Students must be aware that, in order to pass the course, they have to pass the written exam, scheduled at the end of the term. There won't be any exception to this rule. Accordingly, it is useless to ask for any particular arrangement, such as "other type of assessment", "an additional paper", a different exam date, etc. • This course amounts to a total of 6 ECTS credits (45 lecture and seminars hours / 150 students' independent work hours) during the second term (February - June 2022). The workload is divided as such: a) 30 hours of Lectures over 15 Weeks b) 15 hours of Seminars over 15 weeks b) 150 hours of independent student research, reading, writing, tutorial, and virtual activities over 15 weeks In view of the plan adopted by the School of Political Science and Sociology, students will be split into two groups upon enrolment and will attend classes, both theoretical and practical, in said formation, either on-site or via videoconference, in accordance with the schedule published by the School on its official website. Please note that there will be no special arrangements on an individual basis. Students who are unable to attend the course throughout the entire term (including exams in



June (first call) or July (resits) are strongly advised not to enroll.

EXTRAORDINARY EXAMINATION DIET

Students shall sit an oral exam. This will be conducted by means of an individual interview, either in situ or via videoconference, depending on the applicable legal norms. During the exam, the teachers shall ask both theoretical and applied questions covering the overall syllabus. The exam call shall indicate the time, tools, and means students may need to attend the online exam, as well as the assessment criteria. This exam shall account for 100% of the final grade

SINGLE FINAL ASSESSMENT (evaluación única final)

All students that have not followed the continuous assessment and have been granted the right to sit the final exam shall be assessed by means of an oral exam, either face to face or via videoconference, depending on the applicable norms. Teachers shall ask a minimum of three main questions, one for each part of the syllabus. Questions will cover the overall syllabus. The exam call shall indicate the time, tools, and means students may need to attend the oral exam, as well as the assessment criteria. This exam shall account for 100% of the final grade.

ADDITIONAL INFORMATION

All teaching activities will encourage students' participation and commitment. They will be the following:

- Lectures.
 - Description: The lectures provide a broad overview of a topic, highlighting the main concepts included in the syllabus.
- Classes or Seminars.
 - Description: Classes or seminars are small group discussions and provide an opportunity to explore a topic in greater depth, leaving room for practical activities and coursework assessment. Teaching consists of a mixture of lectures and classes/seminars, running in parallel, in which students will work through questions and problems raised in the lectures and present and discuss their own results. Lectures are attended by all those taking the course. Classes or seminars are smaller, comprising at most half of the students enrolled at a given time. Within classes, however, certain activities shall be designed for a more reduced group of students. Lectures are not compulsory but are strongly recommended — with the exception of students that may require a certificate of attendance, in which case they must attend at least 80% of the total number, of course, hours, both lectures and seminars alike (see below, “Form of assessment”). Classes and seminars, however, are entirely mandatory and you will be expected to prepare and fully participate in every class you attend.
- Individual activities (autonomous learning).
 - Description:
 - Activities intended to expand or deepen certain syllabus contents (e.g. a glossary);
 - Autonomous study; c) Assessment activities (tests, oral presentations, exams)
 - Aim: To foster the students' capability of planning, developing, and assessing their own learning efforts, as well as adapting them to their particular situation and/or interests.



- Academic supervision.
 - Description: inter-action “supervisor—student”.
 - Aim:
 - To offer support for the student’s autonomous learning;
 - To expand or deepen particular aspects of the syllabus content;
 - To offer advice related to the student curriculum.

