

International Relations

Code: 101091
ECTS Credits: 12

Degree	Type	Year	Semester
2500259 Political Science and Public Management.	OB	2	A
2503778 International Relations	OB	1	A

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers

Laura Feliu Martínez
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Alessandro Demurtas
Pablo Aguiar Molina

Prerequisites

No academic prerequisites.

The student must have the habit of reading, watching, listening and consulting different general information media, and especially following news of an international political nature, as well as opinion articles on global political issues understood in their broadest sense.

Important: This subject is basic and it is recommended to have it approved to take the subject "Contemporary International System" (SIC).

It is recommended to have read at least the book: Lundestad, Geir. (Various editions) **East, West, North, South: major developments in international politics since 1945**, London, Sage Publications Ltd.

Objectives and Contextualisation

This subject has a basic formation character. This means that it serves as a foundation from which to build the Degree in International Relations, the International Relations itinerary of the Degree in Political Science and Public Management, and the postgraduate degrees of the Faculty of Political Science and Sociology.

The basic objectives of the course are: for students to know the fundamental concepts of the discipline; to acquire analytical skills applicable to international relations; to become familiar with the set of processes and references that have shaped contemporary international society on a global scale; and to be able to express and defend their points of view, both orally and in writing, on the most relevant international issues.

Competences

Political Science and Public Management.

- Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
- Arguing from different theoretical perspectives.
- Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
- Demonstrating good writing skills in different contexts.
- Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
- Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
- Distinguishing the discipline's main theories and different fields: conceptual developments, theoretical frameworks and theoretical approaches underlying the discipline's knowledge and different areas and sub-areas, as well as their value for the professional practice through concrete cases.
- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Producing and planning researches or analytical reports.
- Realising effective oral presentations that are suited to the audience.
- Synthesizing and critically analysing information.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations

- Analyse international society and its structure and understand its importance for real-life problems and professional practice.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Learn and analyse the impacts of the globalisation process on domestic political systems and on the behaviour of the political actors and the public.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Apply theoretical and analytical knowledge of international relations in practical and professional case studies, in particular in the area of conflict and cooperation between actors.
2. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
3. Arguing from different theoretical perspectives.
4. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
5. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.

6. Demonstrate knowledge of theoretical trends and classical and recent analytical approaches to international relations.
7. Demonstrating good writing skills in different contexts.
8. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
9. Describe the international order: anarchy versus order, national society and transnational society.
10. Describe the main elements that characterise international global society (1945-2000).
11. Describe the major approaches to international relations (realism, transnationalism, structuralism).
12. Describing the international order: anarchy versus order, society of states and transnational society.
13. Describing the main characteristic elements of the international society as a whole (1945-2000).
14. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
15. Evaluate the different aspects of the different trends and analytical approaches in international relations from a specific methodological and conceptual viewpoint.
16. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
17. Identify data sources and carry out rigorous bibliographical and documentary searches.
18. Identifying sources of data and conducting bibliographic and documentary searches.
19. Interpreting and applying English texts in an academic way.
20. Make adequate use of the theory and concepts of international relations (Hobbesian, Grotian and Kantian thought).
21. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
22. Produce and prepare the presentation of intervention reports and/or proposals.
23. Producing and planning researches or analytical reports.
24. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
25. Realising effective oral presentations that are suited to the audience.
26. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
27. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
28. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
29. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
30. Synthesizing and critically analysing information.
31. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
32. Working autonomously.
33. Working in teams and networking, particularly in interdisciplinary conditions.

Content

PART I. THEORY AND CONCEPTS

1. International relations as an area of study

The International Problems: War and Peace

Origin of the discipline: the social and intellectual impact of World War I

Anglo-Saxon Origin of the Discipline: The Social Science Framework

Idealistic discipline substratum: institutionalization and collective security

2. International Theory: The Great Traditions of Thought

Hobbesian tradition: anarchy or state of nature

Grocian Tradition: Order or Society of States

Kantian tradition: emancipation or global community

3. Theoretical approaches to international relations

Paradigms, mind maps or images of the world

Cold War analysis and Realism

Transnationalism and global problems

Structuralism and underdevelopment

The theory of international relations in the post-Cold War period

Feminist theory of international relations

PART II. INTERNATIONAL SYSTEM

4. The international system: a tool for analysis

Definition and elements of the system (actors, structure, dynamics and operating rules)

Geographical scope: open or partial system versus closed or global system

Value system: homogeneous system versus heterogeneous system

Levels of analysis: geographical subsystems and functional subsystems

5. The actors of the international system

Definition of international actor

Classical typology (states, international organizations and transnational forces);

other typologies

6. The state: the system of states

Legal equality: sovereignty and territory

Inequality in the state system: capacity and international power

Tangible and intangible resources

Current state typologies (failed states, pre-modern - modern - post-modern, etc.)

7. The powers of the system

Hierarchy in the state system: the exercise of international power

Traditional diplomatic powers

The phenomenon of superpowers in the nuclear world

The concept of power today (soft power, structural power, legitimate power, etc.)

Diversification of the phenomenon: hegemonic power, great power, emerging powers, medium power and regional power.

8. International organizations

Definition of international (intergovernmental) organization

Origin and development of the phenomenon

Typologies: geographical scope, functional purpose

Decision-making structure and mechanisms

Regionalism and international organizations

9. Transnational forces

Definition and typology of non-governmental organizations (NGOs)

The main areas of NGO action: human rights, the environment, development and humanitarian aid.

Definition of transnational company

Impact of transnational corporations on international society

10. The structure of the international system

Polarity and distribution of power

Typology: unipolar, bipolar or multipolar system

Polycentrism versus polarity

Continuity and change in the system (the debate on the causes of the end of the Cold War)

11. The dynamics of the international system: conflict

The notion of conflict in Social Sciences

Typology of conflicts

Conflict prevention, management and resolution

Map of international conflict

12. Dynamics of the international system: cooperation

The notion of cooperation

Areas and forms of cooperation (formal versus informal, bilateral versus multilateral, public versus private)

Development cooperation: origins and typology

International architecture of development cooperation (OECD, UN, EU, etc.)

13. The dynamics of the international system: integration and regionalism

The notion of integration and regionalism

Types of integration: formal versus informal, negative versus positive

Stages of integration: economic integration, political integration

Integration as a security community

14. Today's international society

Object of study of international relations

Society of States and Transnational Society

Anarchy versus order

International mechanisms

Fragmentation versus Globalism

PART III. THE GLOBAL INTERNATIONAL SOCIETY (1945-91)

15. Presentation of the great dynamics of contemporary international society

The East-West Fracture

The Center-Peripheral Fracture

Economic interdependence

Global problems

Part III. 1. Building the International Cold War Society

16. United Nations

Organization Genesis: San Francisco

Principles and purposes: the Charter of the United Nations

Institutional structure and decision-making mechanisms

International peace and security (Chapters VI and VII of the Charter)

Economic and social progress, development

17. Diplomatic-military bipolarism

Origin, definition and periodization of the Cold War

Spheres of influence: the bipolar division of Europe and Asia (the Korean War)

Block policy: military alliances (NATO, SEATO, CENTO, OTV)

Beginning of the nuclear race: strategic changes

The Evolution of the First Cold War: From Crises to Peaceful Coexistence

18. Hegemony in the international economic system

The United States: the hegemonic power

Bretton Woods: the principles of the system

Financial institutions: World Bank and IMF

Trade institutions: GATT, WTO

19. Fragmentation of the system and emergence of a third block

Decolonization: effects on the system

The Afro-Asian Movement: Bandung's Statement or the Periphery's Response to Block Policy

The Non-Aligned Movement

The Group of 77 and the launch of the North-South dialogue (UNCTAD)

Part III. 2. Evolution and Change of International Society: from Cold War to Post-Cold War

20. The détente between the blocks (1962-1979)

Relaxation: definition, origins and areas (nuclear weapons, regional conflicts, etc.)

The détente triangle: USA-USSR-China

Nuclear arms control: NPT, SALT

The effects of distension within the blocks: polycentrism and pan-Europeanism (Ostpolitik and CSCE)

21. Economic crisis and multipolarism in the 1970s

The U.S. setback in the global economy: reviewing the principles of free trade

Japan and the European Community, trading powers

The crisis of the international monetary system

The impact of the oil shocks: the role of OPEC

The G-7: management of economic multipolarity

22. The political-economic organization of the periphery in the seventies

Global periphery policy: New International Economic Order (NOEI), New World Information and Communication Order (NWICO)

New issues on the international agenda and the influence of the periphery (development, human rights, common heritage of humanity, etc.).

Political evolution and structuring of the periphery (MNA, G28, etc.)

Evolution and decline of North-South dialogue

23. End of détente and the Second Cold War (1975-1985)

Cold War and Periphery: Proxy Conflicts (Vietnam, Afghanistan, Angola, Central America, etc.)

Changes in U.S. Foreign Policy: Interventionism

USSR Foreign Policy: Extending Influence

Reactivation of the arms race (Star Wars, Euromissile crisis)

24. Reorganization of the economic system in the 1980s

Tripolar economic world: US-Japan-EC

Asian tigers and their commercial weight

New issues on the international trade agenda (Uruguay Round)

Financial flows and debt of developed economies

25. The explosion of the periphery in the 1980s

Diversification in the periphery (NIES, least developed countries, oil exporters, etc.).

The problem of external debt

The Crisis of the Non-Aligned Movement

Periphery and cultural fracture (Islamism)

26. The End of the Bipolar System (1985-91)

The Gorbachev effect and changes in Soviet foreign policy

US-USSR dialogue: nuclear disarmament (INF, START)

Negotiations on regional conflicts (Cambodia, Angola, Namibia)

Decomposition process of the Eastern bloc: the fall of the Berlin Wall and decomposition of the USSR

Causes and explanations of the end of the Cold War

27. Introduction to the current contemporary international system

New power structure in the international system

The Evolution of the Center-Periphery Fracture

Economic interdependence and globalization

Global problems

Methodology

The student's dedication to this subject is divided into several types of activities, each with a specific weight of work hours. This variety of forms of work is materialized in differentiated methodologies.

This subject has 12 ECTS credits, that is, it implies a total dedication of 300 hours, distributed in:

- Directed activities are activities in the classroom, with the presence of the teacher and can consist of master classes (with the support of ICT and with the possibility of developing debates in large groups), in seminars for discussion of compulsory readings in smaller groups and in sessions more oriented towards practical issues, in which cases, problems and examples related to the course syllabus will be analyzed. For these sessions, there will be compulsory pre-readings announced by the teachers in advance. These activities represent approximately one third of the total work required.

- Supervised activities are activities carried out by the student outside the classroom in accordance with a work plan designed and subsequently tutored and evaluated by the teacher. The student must: read and prepare texts that will be subject to control and evaluation in seminar sessions; write two group papers, which will be subject to control and evaluation with seminars; gather documentation on a specific topic of international relations (from a guide prepared by the teachers), write a brief report and make a presentation in the classroom; Watch a film (from a relationship chosen by the teachers), analyze it, interpret its international context and present a written report. Also, during the course, the student should read short articles in relation to which he/she will have to comment on the text read and, in addition, actively participate in debates on the articles. Also included are tutorials and other similar course follow-up activities. These activities represent approximately 10% of the work required.

- Autonomous activities are all those activities that the student does on his own and according to the requirements of the subject to successfully pass the subject, can be basic and complementary readings, study of class notes or all those other activities that complement the training that is achieved in this course. These activities represent, approximately, half of the work time of the students.

The teaching methodology is adapted to this distribution of work and activities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates on compulsory readings and supplementary articles	8	0.32	7, 25, 19, 32, 33, 31, 4
Evaluable seminars	89	3.56	3, 13, 12, 16, 25, 19, 24, 31, 4
ICT Master Classes and Group Discussion	4	0.16	16, 25, 30, 5
Type: Supervised			
Course start tutoring and commenting on exams and papers	8	0.32	21, 19, 30, 33, 31
Group work writing	3	0.12	
Reading and preparation of the texts that will be subject respectively of a control in class.	3	0.12	
Tutoring of the second semester start and commentary of exams and papers	16	0.64	21, 18, 19, 30, 32
Type: Autonomous			
Study of the syllabus of the subject and complementary readings	155	6.2	21, 32

Assessment

Evaluation

Partial controls: 40% of the note

Each semester there will be five partial and liberating controls of the readings of the program. The controls and readings will be discussed later in class and will be used for teaching. 40% of the semester grade will be the average of these controls. To pass the course it is necessary that the mean of these controls in each quarter is higher than 5.

Of the seminars of the subject, four will be evaluable (two in each semester). Each one of them is worth 12.5% of the final grade (50% as a whole). They are not recoverable.

Participation in class, Moodle Classroom activities, seminars and debates, text comments, and other activities programmed by teachers: 10% of the final grade.

The dates of the examinations and seminars that can be evaluated with a grade, and other activities, will be specified within the framework of the programming of the subject (see Virtual Campus).

Those who have not passed the controls will have the opportunity to take part in the compensation activities on the day determined by the Faculty. Compensation activities (recuperation) will be carried out after each term and after the end of the second term. Only three of the five partial controls of each quarter may be recovered for each corresponding compensation activity. In the final, up to three of the first semester and three of the second semester may be recovered.

In the recoveries, who has passed the controls of a semester will be able to raise note of a control of each corresponding semester (January, June and the two semesters in the final recuperation) without risk of lowering it.

Seminars that can be evaluated with a grade cannot be done again.

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Each semester there will be five partial and liberating controls of the readings of the program. The controls and readings will be discussed later in class and will be used for teaching.	40% In order to pass the semester it is necessary that the mean of these controls is higher than 5	6	0.24	3, 8, 6, 7, 13, 10, 12, 9, 16, 11, 21, 18, 19, 29, 28, 26, 30, 32, 33, 24, 20, 31, 4, 5
Four evaluable seminars (two in each quarter). Each of them is worth 12.5% of the final grade.	50% of the final grade. (Not recoverable)	8	0.32	2, 1, 3, 7, 13, 12, 14, 23, 22, 16, 25, 21, 17, 18, 19, 28, 26, 27, 30, 32, 33, 24, 31, 4, 5, 15
Participation in classroom, Moodle activities, seminars and debates, text comments, and other activities scheduled by teachers	10% of final grade	0	0	25, 18, 19, 30, 32, 31

Bibliography

Compulsory readings

- BARBÉ, Esther. Relaciones Internacionales, Madrid: Tecnos, 2007 (3rd edition).

- LUNDESTAD, Geir. (Various editions) East, West, North, South: mayor developments in international politics since 1945, London, Sage Publications Ltd.

-Other readings and a book in the second semester that the teachers consider appropriate for the follow-up of the subject and that we will discuss in class. These readings can be on paper (which can be purchased at the Reprographic Service of the Faculty) or "virtual" (hung in electronic format on the Virtual Campus). In this sense, students are informed that part of the readings to be made (either to follow up the theory or to carry out the seminars) will be in English.

Recommended bibliography (by blocks)

Parts I i II del Temari:

- BULL, H., La sociedad anárquica. Un estudio sobre el orden en la política mundial, Madrid: Los Libros de la Catarata, 2005.
- DEL ARENAL, C., Introducción a la relaciones internacionales, Madrid: Tecnos, 1990 (3ª edició)

- GUILHAUDIS, J. F., Relations Internationales Contemporaines, Paris: Éditions du Juris-Classeur, 2002
- MERLE, M., Sociología de las Relaciones Internacionales, Madrid: Alianza, 2000 [3ª edició]
- TRUYOL I SERRA, A., La sociedad internacional, Madrid : Alianza, 1993 [2ª edició]
- VIOTTI, P.R. i Kauupi, M.V., International Relations Theory. Realism, Pluralism, Globalism, and Beyond, Boston: Allynand Bacon, 1999 [3ª edició].
- CARR, E.H., La crisis de los veinte años (1919-1939). Una introducción al estudio de las relaciones internacionales, Madrid: Los Libros de la Catarata, 2004.

Part III del Temari:

- ATTINÀ, F., El Sistema político global: introducción a las relaciones internacionales, Barcelona:Paidós, 2001
- GUILHAUDIS, J. F., Relations Internationales Contemporaines, Paris: Éditions du Juris-Classeur, 2002
- HELD, D., La democracia y el orden global: del estado moderno al gobierno cosmopolita, Barcelona: Paidós, 1997.
- JUDT, Tony, Sobre el olvidado siglo XX, Madrid:Taurus, 2008.

KISSINGER, H., Diplomacia, Barcelona: Ediciones B, 1998.

- LUNDESTAD, G., East, West, North, South. Major Developments in International Politics since 1945, Oxford: Oxford University Press, 2014.
- MCMAHON, Robert , La Guerra Fría. Una breve introducción, Madrid: Alianza, 2009
- NASSAU, A Worlds apart: the north-south divide and the international system, London: Zed Books, 1993
- NYE Jr., J. S., La paradoja del poder norteamericano, Madrid: Taurus, 2003.
- PEARSON, F. i ROCHESTER, J. M., Relaciones Internacionales. Situación global en el siglo XXI, Bogotá: Mc Graw Hill, 2000.
- POWASKI, Ronald E., "La guerra fría. Estados Unidos y la Unión Soviética, 1917-1991", Barcelona: Ed. Crítica, 2000
- ZORGBIBE, Ch., Historia de las Relaciones Internacionales (2 vols), Madrid: Alianza, 1997.

Bibliografia recomanada (texts fonamentals i obres de referència)

ARACIL, R.; OLIVER, J.; SEGURA, A., El mundo actual: De la Segunda Guerra Mundial a nuestros días, Barcelona: Publicacions Universitat de Barcelona, 1995.

ARON, R., Paz y Guerra entre las Naciones, Madrid: Alianza, 1985 (2 vols.)

BAYLIS, J. I SMITH, S. (ed.), The Globalization of World Politics. An Introduction to InternationalRelations, Oxford: Oxford University Press, 2014.

BIMBI, L. (ed.), No en mi nombre: Guerra y Derecho, Madrid: Editorial Trotta, 2003.

BOYD, A., An Atlas of World Affairs, Londres: Routledge, 1991 (9ª ed.)

BRZEZINSKI, Z., El Gran Tablero Mundial, Barcelona: Paidós, 1998.

- BRZEZINSKI, Z., El dilema de EE.UU: ¿dominación global o liderazgo global?, Barcelona: Paidós, 2005
- CALVOCORESSI, P., Historia Política del mundo contemporáneo. De 1945 a nuestros días, Madrid: Akal, 1999 (Setena edició).
- CARLSNAES, W.; RISSE, T.; SIMMONS, B. A. (eds.), Handbook of International Relations, Londres: SAGE, 2002.
- CARRILLO SALCEDO, J.A. (comp.), Textos básicos de Naciones Unidas, Madrid: Tecnos, 1982.
- CASTELLS, M., La era de la Información. Economía, sociedad y cultura (3 vols.), Madrid: Alianza, 1997-98.
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- IGNATIEFF, M., Los derechos humanos como política e idolatría, Barcelona: Paidós, 2003.
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- KEGLEY Jr., C. W i WITTKOPF, E.R., *World Politics. Trend and Transformation*, (8th edition) Boston: Bedford / St. Martin's, 2001.
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Women in IR

Dones a ladisciplina de RRII

Una bibliografia recopilada per:

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IR Theory and Methods

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