

International Relations

Code: 101091
ECTS Credits: 12

Degree	Type	Year	Semester
2500259 Political Science and Public Management	OB	2	A
2500262 Sociology	FB	1	A
2503778 International Relations	OB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Nora Sainz Gsell
Carlos Martin Faus
Alessandro Demurtas
María Alejandra Peña González
Pablo Aguiar Molina
Rachid Aarab

Prerequisites

Further indications on teaching languages:

- Group 01 - morning - Spanish all the course.
- Group 02 - morning - Catalan for the whole course.
- Group 51 - afternoon - first semester Spanish and second semester Catalan.
- Group 52 - afternoon - Spanish for the whole course.

This course does not have any academic prerequisites.

Student must have the habit of reading, seeing, listening to and consulting the media from different sources for general information, and especially following international policy news, as well as articles of opinion on global political issues, as understood on broad sense.

Important: This is a basic course and it is recommended to have passed it in order to study the course "Contemporary International System" (SIC in Spanish).

To get another view post-1945 international history, it is advisable 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 course has a basic training character. This means that it serves as the basis for the Degree in International Relations, the Degree in Sociology and the International Relations Itinerary of the degree in Political Science and Public Management as well as the postgraduate degrees in the Faculty of Political Science and of Sociology.

The basic objectives of the course are: that students know the fundamental concepts of the academic discipline of International Relations; acquire analytical skills applicable to international relations; become familiar with the set of processes and references that have shaped contemporary international society on a global scale; and are able to express and defend orally and in writing their views on the various 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.

Sociology

- Analyse international society and its structure and understand its importance for real-life problems and professional practice.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing self-learning strategies.
- 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.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

International Relations

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. 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.
3. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
4. Arguing from different theoretical perspectives.
5. Assess the distinctive and instrumental aspects, from a conceptual and methodological approach, of the various trends and analytical approaches to International Relations.
6. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
11. Critically evaluate the impacts of globalisation in different areas: security, environment, human rights, migrations and peace.
12. Demonstrate knowledge of theoretical trends and classical and recent analytical approaches to international relations.
13. Demonstrating good writing skills in different contexts.
14. Demonstrating if these policies cause conflicts or are result of a consensus.
15. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
16. Describe the international order: anarchy versus order, national society and transnational society.
17. Describe the main elements that characterise international global society (1945-2000).
18. Describe the major approaches to international relations (realism, transnationalism, structuralism).
19. Describing the international order: anarchy versus order, society of states and transnational society.

20. Describing the main characteristic elements of the international society as a whole (1945-2000).
21. Describing the social changes of these phenomena in the 20th century.
22. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
23. Developing self-learning strategies.
24. Distinguishing historical precedents of specific policies or conflicts.
25. Evaluate the different aspects of the different trends and analytical approaches in international relations from a specific methodological and conceptual viewpoint.
26. Explain the explicit or implicit code of practice of one's own area of knowledge.
27. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
28. Identify data sources and carry out rigorous bibliographical and documentary searches.
29. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
30. Identifying sources of data and conducting bibliographic and documentary searches.
31. Interpreting and applying English texts in an academic way.
32. Make adequate use of the theory and concepts of international relations (Hobbesian, Grotian and Kantian thought).
33. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
34. Producing and planning researches or analytical reports.
35. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
36. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
37. Propose projects and actions that incorporate the gender perspective.
38. Realising effective oral presentations that are suited to the audience.
39. Respecting the diversity and plurality of ideas, people and situations.
40. 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.
41. 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.
42. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.
43. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
44. 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.
45. Synthesizing and critically analysing information.
46. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
47. Using this demonstration to interpret how to implement a political decision.
48. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
49. Working autonomously.
50. Working in teams and networking, particularly in interdisciplinary conditions.

Content

COURSE PROGRAM

Contents

Important: Regarding each topic of the program, all of the headings are important, but not all will be developed equally in extension and some will be complemented with readings from the recommended bibliography.

PART I. THEORY AND CONCEPTS

Topic 1. International Relations as an area of study

1. The international problem area: war and peace
2. Origin of the discipline: the social and intellectual impact of World War I.
3. Anglo-Saxon origin of the discipline: the framework of the social sciences
4. Idealistic substratum of the discipline: institutionalization and collective security

Topic 2. International theory: The great traditions of thought

1. Hobbesian tradition: Anarchy or state of nature
2. Grocian tradition: Order or society of states
3. Kantian tradition: Emancipation or world community
4. Visions of the international order: Hierarchy, governance and cosmopolitanism

Topic 3. Theoretical approach to international relations

1. Evolution of theory: political agenda and scientific debate
2. Scientific debate: how and why to study international relations
3. Paradigms or mind maps: what do international relations study?
4. Paradigms: realism (cold war), transnationalism (global problems) and structuralism (developing countries).
5. Theoretical thinking and research in Social Sciences: International Relations

Topic 4. Theoretical approaches to international relations: Realism

1. Anarchy of State system
2. Emergence and evolution of realism: The dynamics of security
3. Evolution of realism in the context of the Cold War: Neorealism
4. Theoretical debates within realism: Offensive realism vs. defensive realism

Topic 5. Theoretical approaches to international relations: Liberalism

1. Interdependence
2. Emergence and evolution of liberalism: Economic dynamics
3. Evolution of liberalism: From idealism to neo-institutionalism
4. Debates within liberalism: Cooperation vs. institutions
5. Neorealism-neoliberalism debate

Topic 6. Critical approaches to international relations: Critical voices

1. Constructivism: The critique of the materialism of international relations

2. Constructivism: The normative turn of international relations
3. Post-structuralism: Unveiling the power of language
4. Critical theory: Emancipation as a goal
5. Feminist theory: Unveiling the gender bias

PART II. INTERNATIONAL SYSTEM

Topic 7. The international system: Instrument of analysis

1. Definition and analysis of international society
2. Current international society: State / transnational, anarchic / orderly, and fragmented / globalized
3. International system: Definition and elements of the system (actors, structure and process)
4. Levels of analysis: Geographic subsystems and functional subsystems

Topic 8. The actors of the international system

1. Definition of international actor
2. Classical typology (States, international organizations and transnational forces)
3. Fundamental criteria: hierarchy and complex governance (public, private and civil society)
4. Applied typology: States, international organizations and non-state actors

Topic 9. The state: The State system

1. Legal equality: Sovereignty and territory
2. Inequality in the State system: International capacity and power
3. Tangible and intangible resources
4. Current types of states (developed states, developing states, fragile states)

Topic 10. The powers of the system

1. Hierarchy in the State system: The exercise of international power
2. Definition of power: Material resources, establishment of rules, social recognition
3. Historical references: Traditional diplomatic powers, superpowers in the nuclear world
4. Typology: Hegemonic power, great power, world power, emerging power, medium power, regional power
5. The exercise of power: Coercive power, soft power, structural power, defining power, etc.

Topic 11. International organizations

1. Definition of international organization (intergovernmental)

2. Origin and development of the phenomenon
3. Typologies: Geographical scope, functional purpose
4. Structure and decision-making mechanisms
5. Regionalism and international organizations

Topic 12. Non-state actors

1. Definition and typology of non-governmental organizations (NGOs)
2. The main areas of action of NGOs: Human rights, environment, development and humanitarian assistance
3. Functions and empowerment of NGOs
4. Definition and origin of multinational companies
5. Impact of multinational companies on international society

Topic 13. The structure of the international system

1. Material structure: Polarity and distribution of power
2. Typology: Unipolar, bipolar or multipolar system
3. Social structure: Power, ideas and institutions
4. Hegemonic structure
5. Change and continuity in the system: Interaction between actors and structure

Topic 14. The process of the international system: Conflict

1. The notion of conflict in Social Sciences
2. Typology of conflicts
3. Evolution of an armed conflict: intra-state, privatization
4. Map of international conflicts

Topic 15. The process of the international system: Cooperation and integration

1. The notion of cooperation and forms of cooperation (formal vs. informal, bilateral vs. multilateral, public vs. private)
2. Development cooperation: Origins and typology
3. Institutionalization of development cooperation (OECD, UN, EU, etc.)
4. The notion of integration and type of integration: Formal vs. informal, negative vs. positive
5. Integration and regionalism: The European case as a reference model

PART III. THE GLOBAL INTERNATIONAL SOCIETY (since 1945)

Part III.1. New world order

Topic 16. United Nations, statization of the planet and universalization

1. Genesis of the organization: San Francisco
2. Principles and purposes: The Charter of the United Nations
3. Institutional structure and decision-making mechanisms
4. International peace and security (Chapters VI and VII of the Charter)
5. Human rights and economic and social progress

Topic 17. Decolonization and development

1. The liberation movements the anti-colonial struggle
2. The problems of the decolonized South: Sovereignty (Bandung)
3. The problems of the decolonized south: Development (economic realities of the south, control of resources, models to seek industrialization and failures).
4. System-world and center-periphery relations (dependency theory, Galtung ...).
5. The Group of 77 and the beginning of the North-South dialogue (UNCTAD)

Part III.2. Bipolarorder

Topic 18. Diplomatic-military bipolarity

1. Origin, definition and periodization of the Cold War
2. Areas of influence: The bipolar division of Europe (Berlin) and Asia (the Korean War)
3. The politics of blocs: Military alliances (NATO, OTV, SEATO, CENTO)
4. Start of the nuclear race: Strategic changes
5. The response of the periphery to bloc politics: The Non-Aligned Movement

Topic 19. The détente between the blocks (1962-1979)

1. Détente: definition, origins and areas (crisis, nuclear weapons, regional conflicts, etc.)
2. The triangle of détente: USA-USSR-China
3. The transatlantic differences: France, the United States and NATO
4. Control of nuclear weapons: NPT, SALT
5. The mobilization against the Vietnam War and pacifism
6. The effects of distension within the blocs: polycentrism and pan-Europeanism (Ostpolitik and CSCE)

Topic 20. End of détente and second Cold War (1975-1985)

1. Cold War and periphery: Proxy conflicts (Afghanistan, Angola, Central America, etc.)
2. Changes in US foreign policy: Interventionism
3. Foreign policy of the USSR: Extension of influence
4. Reactivation of the arms race (star wars, the Euromissile crisis)
5. Social movements and anti-nuclear struggle

Topic 21. The end of the bipolar system (1985-91)

1. The Gorbachev effect and changes in Soviet foreign policy
2. The US-USSR dialogue: Nuclear disarmament (INF, START)
3. Negotiations on regional conflicts (Cambodia, Angola, Namibia)
4. Process of disintegration of the Eastern Bloc: The fall of the Berlin Wall and the disintegration of the USSR

Part III.3. Liberal international order

Topic 22. Hegemony in the international economic system

1. The United States: The hegemonic power
2. Bretton Woods: The Principles of the System
3. Financial institutions: World Bank and IMF
4. Commercial institutions: GATT

Topic 23. Crisis and economic multipolarity in the seventies

1. The retreat of the United States in the world economy: A review of the principles of free trade
2. Japan and the European Community, trading powers
3. The crisis of the international monetary system
4. The impact of oil crises: The role of OPEC
5. The G-7: Management of economic multipolarity

Topic 24. The political-economic organization of the periphery in the seventies

1. Center-periphery fracture
2. Economic crisis and failure of development policies
3. The demands of the periphery and the counter-offensive from the North: New International Economic Order (NIEO)
4. The new issues on the international agenda and the influence of the periphery (development, human rights, common heritage of humanity, etc.)
5. Evolution and structuring of the periphery (OPEC, NAM, G28, etc.)

Topic 25. Neoliberalism and reorganization of the economic system in the eighties

1. Neoliberalism (concept, foundations, content, impact)
2. Tripolar economic world: USA-Japan-EC
3. Responses to neoliberalism: The growth of the Pacific (China, Asian tigers)
4. Neoliberal expansion and international trade agenda (Uruguay Round)
5. Financial flows and indebtedness of developed economies

Topic 26. Neoliberalism and periphery in the eighties

1. Diversification in the periphery (NICs, least developed countries, oil exporters, etc.)
2. The problem of external debt
3. The structural adjustment policies of the International Financial Institutions
4. The fragmentation and weakness of the South (crisis of the Non-Aligned Movement, negotiation of trade agreements, etc.)

Topic 27. Reflections on the causes and consequences of the end of the Cold War

1. Causes of the end of the Cold War: A theoretical and political debate
2. Consequences of the end of the Cold War: A new international order?
3. Topics of the international agenda: Change and continuity

Methodology

The dedication of students to this course is divided into several types of activities, each with a certain weight of working hours. This variety of working methods materializes in different methodologies.

This is 12 ECTS credit course; that is to say, it implies a total dedication of 300 hours by students, distributed as follows:

- Guided activities are activities in the classroom, with the presence of the teacher and can consist of master classes (with the support of ICT and the possibility of developing large group discussions); in seminars to discuss the compulsory readings in smaller groups and in sessions more oriented to practical questions, in which cases, problems and examples related to the syllabus of the course will be analyzed. For these sessions, there will be mandatory pre-readings announced by teachers in advance. These activities account for 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 will have to do: reading and preparation of texts that can be object of evaluation in sessions of seminar or exercises; writing group work, which will be evaluated with seminars; compile documentation on a specific topic of international relations (from a guide prepared by teachers), write a short report and make a presentation in the classroom. Also, during the course, students will have to read short articles in relation to which they will be asked to comment on the text read and, in addition, to actively participate in discussions about the articles. Tutorials and other similar course follow-up activities are also included.
- Autonomous activities are all those activities that students do on their own and in accordance with the

requirements of the subject in order to successfully pass the subject, they can be basic and complementary readings, study of class notes or all those other activities that complement the training achieved in this course. These activities represent approximately half of the work load during the course.

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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates on mandatory readings and additional recommended materials	6	0.24	27, 38, 31, 45, 10
Individual evaluable exercises	8	0.32	4, 15, 12, 13, 20, 17, 19, 16, 27, 18, 33, 31, 44, 41, 49, 35, 32, 6, 10, 25
Lectures with the support of information technologies and in-class debates	89	3.56	9, 1, 4, 20, 19, 26, 27, 18, 38, 31, 35, 46, 6
Type: Supervised			
First semester tutorials to discuss individual exercises, practical exercises and other contents of the program	3	0.12	
Practical evaluable exercises	12	0.48	3, 2, 4, 7, 13, 22, 34, 38, 33, 28, 30, 31, 37, 40, 41, 45, 49, 50, 35, 46, 10
Second semester tutorials to discuss individual exercises, practical exercises and other contents of the program	3	0.12	
Type: Autonomous			
Compile and consult documentation on different topics of international relations	8	0.32	28, 30, 41, 45, 49
Study of the syllabus of the subject and complementary readings	155	6.2	9, 33, 31, 43, 41, 49, 6, 25

Assessment

Summary

- Four evaluable practical activities (two in each semester). Each of them is worth 12.5% of the final grade (50% of the final grade in total). These practices are not recoverable.
- Four individual exercises (two in each semester). Each of these exercises is worth 12.5% of the final grade (50% of the final grade in total). It will be possible to recuperate these exercises in the foreseen dates in the frame of the course program.

This is an annual course and in consequence, the final grade is the result of all the evaluable activities carried out throughout the academic year (two semesters). However, the following is a breakdown of the activities to be carried out in each semester. In order to facilitate the explanation of the assessment, the percentages

shown should be considered as those of a single semester, but the sum of the grades of each semester are integrated to compose the final grade.

There will be two practical activities in small groups each semester (each practical activity is worth 25% of the semester; 50% both). Working groups will be put together by professors. The results of the group work will be discussed later in class. The grade for each of these two practical activities will consist of: 15% result of group work and 10% result of a practical activity question included in the individual exercises (information in the next paragraph). Important: the practical activities are not recuperable, and to be entitled to the grade of the individual question included in the exercises you must first have done the group work.

Each semester there will be two individual exercises on readings of the syllabus and on the topics developed in the classes (each exercise is equivalent to 25% of the grade of the semester; 50% both). It should be considered that in each of these two exercises a question on a practical activity will be included. As an example, the first exercise will include a question from the first practice, the second exercise will include a question from the second practice, and so on.

The dates of the evaluable practical activities and the individual exercises, and any other activity subject to be evaluated, will be specified in the frame of the course program (see Virtual Campus).

Important considerations:

- To pass the course you must have a MINIMUM GRADE of 5/10 in each of the four exercises (there are two per semester). Exercises in which the minimum grade of 5/10 is not exceeded may be recovered on the dates of the compensatory assessment indicated by professors. Detailed information on these dates will be provided throughout the course.
- In order to pass the course, at least one of the two practical activities that will be carried out in each semester must have a PASSING grade (Aprovat).
- The question about the practical activities that is answered on the individual exercises is not a recuperation of the practical activity. It is the part of the work that is evaluated individually.

Important: according to article 117.2 of the UAB Academic Regulations, the evaluation of repeating students may consist of a single synthesis test. Repeating students who wish to take advantage of this possibility should contact the lecturers at the beginning of the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Four evaluable practical exercises (two in each semester). Each of these is worth 12.5% of the final grade.	Weight 50% of the final grade (cannot be re-taken)	8	0.32	3, 2, 4, 7, 13, 20, 19, 23, 22, 24, 34, 27, 38, 42, 33, 28, 30, 29, 31, 36, 37, 44, 43, 40, 41, 39, 45, 49, 50, 35, 47, 46, 6, 10, 11, 25, 5, 48
Four individual exercises (two in each semester). Each of these exercises is worth 12.5% of the final grade.	Weigh 50% of the final grade. These exercises can be re-taken on the dates provided in the course schedule.	8	0.32	9, 1, 4, 15, 12, 14, 13, 21, 20, 17, 19, 16, 23, 24, 26, 27, 18, 42, 33, 30, 29, 31, 44, 43, 40, 45, 49, 50, 35, 32, 46, 6, 8, 10, 25, 5

Bibliography

1. Compulsory readings

Each semester follows a guide text that will be complemented with other readings from the compulsory or recommended bibliography. The professors will inform the students about the reading selection.

Guide text (1st semester): BARBÉ, Esther. Relaciones Internacionales. Madrid:Tecnos, 2020 (4th ed.).

Guide text (2nd semester): LUNDESTAD, Geir. East, West, North, South: major developments in international politics since 1945.Londres: Sage Publications Ltd (various editions).

Part I & II of the syllabus:

BULL, Henry. La sociedad anárquica. Un estudio sobre el orden en la política mundial. Madrid: Los Libros de la Catarata, 2005.

CARR, Edward. La crisis de los veinte años (1919-1939). Una introducción al estudio de las relaciones internacionales. Madrid: Los Libros de la Catarata, 2004.

DUROSELLE, Jean-Baptiste. "El Estudio De Las Relaciones Internacionales: Objeto, método, Perspectivas", Relaciones Internacionales, n.º 37, febrero de 2018, pp. 173-91. Electronic resource available UAB.

DE LIMA GRECCO, Gabriela. Feminismos y género en los Estudios Internacionales. Relaciones Internacionales,2020.
https://revistas.uam.es/relacionesinternacionales/article/view/relacionesinternacionales2020_44_007

DEL ARENAL, Celestino. Introducción a las relaciones internacionales. Madrid: Tecnos, 2007 (4th ed.).

GARCÍA PICAZO, Paloma. Teoría breve de Relaciones Internacionales. Madrid: Tecnos, 2009 (3rd ed.).

GUILHAUDIS, Jean-François. Relations Internationales Contemporaines. Paris: Éditions du Juris- Classeur, 2002.

MERLE, Marcel. Sociología de las Relaciones Internacionales. Madrid: Alianza, 2000 (3rd ed.).

NAU, Henry. Perspectives on international relations: power, institutions, and ideas. George Washington University, 2017.

ROACH, Steven (Ed.). Handbook of Critical International Relations, Cheltenham: Edward Elgar, 2020.

SMOUTS, Marie-Claude. Dictionnaire des relations internationales: approches, concepts, doctrines. Paris: Dalloz, 2006 (2nd ed.).

TICKNER, J. Ann. A feminist voyage through international relations. Oxford University Press, 2014. Electronic resource available UAB

TRUYOL & SERRA, Antonio. La sociedad internacional. Madrid: Alianza, 1993 (2ª edición).

VIOTTI, Paul & KAUPPI, Mark. International Relations Theory. Realism, Pluralism, Globalism, and Beyond. Boston: Allynand Bacon, 1999 (3ª edición).

Part III of the syllabus:

DÁVILA, Juan José Toribio. "Las instituciones de Bretton Woods. sesenta años de cambios", Información Comercial Española, ICE: Revista de Economía. (827), pp. 17-25, 2015.

DRISCOLL, David. "The IMF and the World Bank How Do They Differ?".International Monetary Fund, 1996, <https://www.imf.org/external/pubs/ft/exrp/differ/differ.pdf>

GILMAN, Nils. The New International Economic Order: A Reintroduction.Humanity: An International Journal of Human Rights, Humanitarianism, and Development, 6 (1), 1-16, 2015.

HARVEY, David. "El neoliberalismo como destrucción creativa", Apuntes Del Cenes, 27 (45), 10-34, 2008, <https://revistas.uptc.edu.co/index.php/cenes/article/view/3032>

JIMÉNEZ, Juan. "El Nuevo Orden Internacional 1945-1989. La Organización de Naciones Unidas", en PEREIRA, Juan Carlos (Coord.), Historia de las Relaciones Internacionales Contemporáneas (pp. 405-421) Barcelona: Alianza, 2001.

LOPEZ, Silvia. "Cronología e Historia de la Cooperación Sur-Sur. Unaporte desde Iberoamérica" Programa Iberoamericano para el Fortalecimiento de la Cooperación Sur-Sur, 2014, https://www.segib.org/wp-content/uploads/Doc_Crono_SurSur_2014.pdf

McMAHON, Robert. La Guerra Fría. Una breve introducción. Madrid: Alianza, 2009.

OLIVERES, Arcadi. "La Conferencia de Naciones Unidas sobre Países Menos Avanzados, en la perspectiva del Diálogo Norte-Sur y del Nuevo Orden Económico Internacional". Revista CIDOB d'afers internacionals, pp. 151-167, 1992, <http://www.raco.cat/index.php/RevistaCIDOB/article/view/27472/52053>

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3. Revistes i anuaris

Afers Internacionals (CIDOB)

Alerta 2021! Informe sobre conflictos, derechos humanos y construcción de paz (Escolade Cultura de Pau de la UAB)

Anuario CEIPAZ, edición anual

Anuario del CIP. Conflictos y dilemas de la sociedad internacional

Anuario Internacional CIDOB edición anual

China Quarterly

China Perspectives

Chinese Journal of International Politics

Colombia Internacional (Colombia)

Cooperation and Conflict

El estado del mundo, Madrid: Ed. Akal, edición anual.

European Journal of International Relations (UK)

Foreign Affairs (USA)

Foreign Affairs Latinoamérica (Mexico)

Foreign Policy (USA)

Foro Internacional (Mexico)

Gender & Development

International Affairs (UK)

International Feminist Journal of Politics

International Organization (USA)

International Security (USA)

International Studies Quarterly

Journal of Peace Research

Keesing's World New Archives (www.keesings.com)

Le Monde Diplomatique (France-Spain)

Nueva Sociedad (Argentina)

Política Exterior (Spain)

Politics & Gender

Revista Brasileira de Política Internacional (Brazil)

Revista Electrónica de Estudios Internacionales (Spain):<http://www.reei.org>

Revista Española de Derecho Internacional - REDI

Review of International Studies (UK)

Third World Quarterly (UK)

Vanguardia Dossier (Spain)

World Politics (USA)

The World Today (UK)

4. Pàgines web

Asociación Española de Ciencia política y de la Administración: enlaces útiles con universidades de todo el mundo: <https://www.aecpa.es/>

World Bank: <http://www.bancomundial.org/>

Centro de Educación e Investigación para la Paz: www.ceipaz.org

CIDOB: <http://www.cidob.es>

Escola de Cultura de Pau (UAB): <https://escolapau.uab.cat/>

European Council on Foreign Relations: <http://www.ecfr.eu/>

International Monetary Fund: <https://www.imf.org/en/home>

Historiasiglo20.org: <http://www.historiasiglo20.org>

Human Rights Watch: <http://www.hrw.org/>

Institut for War and Peace Reporting: <http://www.iwpr.net/>

International Affairs Resources (www virtual library) -<http://www.etoyn.edu/vl/>

International Relations and Security Network -<http://www.isn.ethz.ch/>

Mercator Institute for China Studies: <https://merics.org/en>

United Nations:<http://www.un.org/spanish>

Observatorio de Política Exterior Europea (IBEI): <https://normcon.eu/es/>

Open Democracy: <https://www.opendemocracy.net/es/>

Organisation for Economic Cooperation and Development (OECD): <http://www.oecd.org>

Organización para la Seguridad y la Cooperación en Europa (OSCE): <http://www.osce.org/>

North Atlantic Treaty Organisation: <http://www.nato.int/home.htm>

Stockholm International Peace Research Institute (SIPRI): <http://www.sipri.org/>

The Swedish Institute of International Affairs: <http://www.ui.se/>

European Union (EU):<http://europa.eu/>

Software

Students are expected to have basic knowledge on the use of the most common computer programs for searching information on the Internet, and for the elaboration and edition of texts, tables, and charts.