

Degree	Type	Year
2500259 Political Science and Public Management	OB	3
2503778 International Relations	OB	2

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Teaching groups languages

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Prerequisites

We expect students to have basic previous knowledge of International Relations, developed for instance by way of a general course on IR. We also expect them to be able to keep themselves informed about international current affairs, as well as some capacity for analysis, argumentation, and debate.

Objectives and Contextualisation

This is an advanced education course, and it complements the knowledge acquired in previous basic courses (particularly on International Relations).

It will allow students to develop their own view about the post-Cold War international system, and in turn, it will contribute to their further training in IR and help them take more specific IR classes or get ready for graduate programmes.

Students will learn about the key changes that have taken place in the international system since the end of the Cold War, in issue areas such as the form and distribution of power, actors and their (new) roles, challenges, conflicts and relationships. They will also learn about some of the concerns that have defined international relations since the early 1990s.

It is around such matters that we expect students to develop their analytical skills, as well as their capacity to articulate and debate ideas and concepts.

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 by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations

- Analyse cases and phenomena in the international sphere and interpret different political texts using contemporary political theories.
- 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.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use different tools for analysing the contemporary international system and its functional and regional or geographical subsystems.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Apply different theoretical focuses to the analysis of the international system and its subsystems and international European politics.
2. Apply different theoretical focuses, with a constructivist approach, to the actions of international organisations.
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. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
6. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
7. Demonstrating good writing skills in different contexts.
8. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
9. Describing the international order: anarchy versus order, society of states and transnational society.
10. Describing the main characteristic elements of the international society as a whole (1945-2000).
11. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
12. Evaluate case studies of change and continuity in the international system, in the main regional subsystems (European, American, Asian) and in the subsystems of economy and security.
13. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
14. Identify data sources and carry out rigorous bibliographical and documentary searches.
15. Identifying sources of data and conducting bibliographic and documentary searches.
16. Interpreting and applying English texts in an academic way.
17. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
18. Producing and planning researches or analytical reports.
19. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
20. Realising effective oral presentations that are suited to the audience.
21. 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.
22. 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.
23. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
24. Synthesizing and critically analysing information.
25. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
26. Use theoretical and meta-theoretical focuses to analyse the impact of globalisation on security, the economy and society on both a transnational and national scale and in different international organisations.
27. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
28. Working autonomously.
29. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
30. Working in teams and networking, particularly in interdisciplinary conditions.

Content

BLOCK I

INTERNATIONAL ORDER: CONCEPTS AND INSTRUMENTS FOR ANALYSIS

1. Introduction to the contemporary international system

International order: Definitions

International order: Classical approaches (Hobbes, Grotius, Kant)

Types of order: International order, globalized order, world order, globalized international order

2. Globalized international order: States system

Westphalian world: System of sovereign states

Sovereignty as the fundamental norm of the Westphalian world

International order based on:

- States/Powers (pluralism)
- Institutions (governance)
- Values (solidarism)

3. Globalized international order: globalization

Globalized world: the end of geography, a single (an unequal) world, instantaneity, density

Drivers of globalization:

- Transformation of the capitalist system: global value chains
- Technological information revolution

Impact of the globalization on the state and sovereignty

Order as global governance:

- Increase in governance among states (trans-governmental networks)
- Private governance (private authorities)

4. Change in a globalized international order

Changes in the structure of the international system (great divides)

- Disappearance of the East-West divide (1991)
- Blurring of the Center-Periphery divide (2008)

Sources of change (material, normative, and institutional)

- Power: distribution of power (polarity) and competition for power
- Ideas (norms and values): shared or rival
- Institutions: formal and informal multilateralism

Major phases of change and great crisis:

- Constitutive phase (1989-2001)- 2001 crisis (terrorism)
- Transitional phase (2001-2008)- 2008 crisis (economy)
- Contestation and reformulation phase (2008-) - 2020 crisis (health)

BLOCK II

CONTEMPORARY INTERNATIONAL SYSTEM: CHANGE AND CONTINUITY IN THE INTERNATIONAL ORDER SINCE 1989

5. The constitution of the international order: the hegemony of the US

A. Unipolar moment (material hegemony)

Leader of the (Western) economic liberal order

Military hyper-power (Revolution in Military Affairs - RMA)

B. Absence of rivalry (peace dividends and disarmament agreements)

C. Case study: Gulf War - 1991

6. The constitution of the international order: the neo-idealist moment

A. New International Order (Bush) uncontested

Liberal ideas: democracy, market economy, human rights

Economic neo-liberalism: Washington consensus

B. Ideas and emerging norms in the international agenda

- Protection of civilians (liberal solidarism)

- Gender equality (Beijing 1995)

C. Case study: UN peacekeeping operations in the context of "new wars"

7. The constitution of the international order: Institutionalized global governance

A. Multilateralism as a formulation of order

Institutional renaissance: the case of the UNSC

B. Malleable institutions: NATO, EU

C. Case studies: New institutions

- World Trade Organization -1994 (free trade)

- UN Conference on the Environment and Development - Rio 1992 (sustainable development)

- Rome Statute of the International Criminal Court - 1998 (international criminal justice)

8. Transition (from constitution to crisis in the international order): the erosion of hegemony

A. Uni-multipolar moment

Emerging Powers - BRIC. China's accession to the WTO (2001)

B. Power rivalries facing U.S. hegemony

9/11 attacks (2001) and global terrorism. Asymmetrical rivalry

Rivalry in the non-proliferation agenda (Iran, North Korea)

C. Case study: Kosovo or the emergence of Russia as a rival

9. Transition (from constitution to crisis in the international order): Discussion over norms

A. Global ideas in transition. Millennium Development Goals (2000-2015)

Modes of development and appearance of the Global South

B. "Reality check" of liberal ideas

Fight against terror and illiberal states: torture and mercenaries

The limits of liberal solidarism: Protection of civilians vs sovereignty

C. Case study: The emergence of Responsibility to Protect in a context in which protection of civilians had failed (Bosnia, Rwanda, Kosovo)

10. Transition (from constitution to crisis in the international order): the symptoms of institutional crisis

A. Erosion of multilateralism from the center of the system

U.S. unilateralism: the Iraq war and the UNSC (2003)

Alliances vs. multilateralism: US and the *coalitions of the willing*

B. Debate over the basic institutions of the system

UNSC reform (legitimacy problems)

C. Case studies: the limits of global governance mechanisms

- WTO (emerging powers and clash of interests)

- Creation of the UN Human Rights Council (re-distribution of power) - 2006

- Non-Proliferation Treaty (erosion of the regime)

11. Contestation and reformulation of the international order: Fragmented multi-polarity

A. Re-distribution of power

Economic crisis (2008) in the changing landscape (China as a financial power). Beginnings of de-globalization

Global remilitarization (impact of the war against Ukraine - 2022)

B. Power politics and the China-US rivalry

The return of the spheres of influence and nuclear proliferation

Competition over resources and technological and infrastructure rivalry

C. Case studies: the return of geopolitics

- Re-emergence of Russia: Georgia (2008) and Ukraine (2014, 2022)

- Emergence of China in the Pacific: South China Sea

12. Contestation and reformulation of the international order: Controversy over norms

A. Reformulation of global ideas: Sustainable Development Goals (2015-2030) in the framework of a contested globalization.

B. Controversies over the norms of liberal solidarism (individual rights)

Normative reformulation in the Human Rights Council: the role of China, Russia, the Global South and the U.S.

C. Case studies: Controversies over norms

- Erosion of international criminal justice: sovereignty and anti-colonialism (ICC)

- *Erosion of gender equality: right to life (Sexual and Reproductive Health and Rights) (*)*

13. Contestation and reformulation of the international order: Crisis of multilateralism

A. Crisis of the international liberal order

American anti-multilateralism (Trump factor): erosion of the WTO, NATO, INF, UNESCO, Paris Agreement, WHO

Emerging powers and Global South: new arenas of power and institutional reform

B. Change processes

Financial crisis (2008) and changes in minilateralism: from G7 to G20

Failure of institutional reform (IMF) and alternative multilateralism (institutions lead by China)

C. Case studies: institutional crisis

- A deadlocked WTO (from 2008)
- The NPT erosion: the end of the nuclear taboo
- *Climate change: reformulating multilateralism (*)*

The topics in italics, marked with (*), will be worked on in practical sessions.

BLOCK III

PRACTICAL SESSIONS

During the course, we will focus on two specific topics that will be discussed in class and will lead to an individual exercise. We will apply the analytical framework of emergency, acceptance, and internalization or contestation of international norms while working on these topics. More information will be available at *Campus Virtual*.

During the course, two practical sessions will be conducted, focusing on two issues that generate significant debate on the international agenda:

Practical session 1: the rule concerning Health and Sexual and Reproductive Rights is highly representative of the regulatory changes that have occurred during the liberal solidarity period and is expected to face strong challenges in the 21st century.

Practical session 2: the governance of climate change, which serves as a fundamental pillar of sustainable development, will be examined within the context of power redistribution (China's emergence) and sovereignty (United States, Russia).

Instructions on the practical sessions can be found on the *Campus Virtual*. Apart from other documents (also to be found at *Campus Virtual*), you must use, as a mandatory reading, the following:

Barbé, Esther and Badell, Diego, "Salud y derechos sexuales y reproductivos: Entre la salud pública y los derechos de la mujer" in Barbé, E., *Las normas internacionales ante la crisis del orden liberal*, Madrid Tecnos, 2021, pp. 143-175.

Costa, Oriol, "La lucha contra el cambio climático: una nueva arquitectura del multilateralismo" in Barbé, E., *Las normas internacionales ante la crisis del orden liberal*, Madrid Tecnos, 2021, pp. 79-107.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Learning activities with audiovisual material	4	0.16	3, 4, 10, 9, 24, 30, 6
Lectures	34	1.36	3, 4, 8, 10, 9, 17, 16, 24, 28, 5, 6
Seminars	10	0.4	3, 4, 8, 10, 9, 18, 20, 17, 15, 16, 24, 29, 28, 30, 27, 5, 6
Type: Supervised			
Out-of-class supervision of deliverables and office-hours more generally	5	0.2	3, 8, 10, 9, 11, 18, 17, 15, 16, 24, 29, 28, 27, 6
Type: Autonomous			
Autonomous out-of-class work	49	1.96	17, 15, 16, 24, 28
Autonomous out-of-class work related to seminars	40	1.6	3, 4, 8, 11, 18, 20, 17, 15, 16, 24, 29, 28, 30, 27, 5, 6

In this course, students will engage in a diverse range of activities, each of which will carry a certain weight in terms of hours dedicated and its contribution to the final grade.

Since the course carries a load of 6 ECTS credits, it requires a total of 150 hours of student dedication, distributed as follows:

- Lectures: These sessions involve the presentation of course material in the classroom, utilizing ICT tools to create a dynamic learning environment. The aim is to foster participation, communication, and discussion, in addition to the teacher's presentation of topics.
- Audiovisual support for learning: Throughout the course, documentaries and/or films may be shown at the discretion of the teacher to provide a more engaging and illustrative perspective on the syllabus content. These sessions aim to enhance student understanding of specific points through the use of audiovisual resources.
- Class exercises: These activities, conducted individually or in groups, help students familiarize themselves with the fundamental concepts of the subject.
- Small group seminars: Practical sessions will be held in small group seminars to facilitate debates and discussions on the course content. Students are expected to demonstrate their in-depth understanding of the assigned area of study, based on the required readings, and engage in reflective exercises. Throughout the course, students will work on two specific topics to be discussed in class and complete an individual exercise, applying the analytical framework of emergence, acceptance, internalization, or contestation of international norms (relevant information and materials can be found on the *Campus Virtual*).
- Autonomous work related to seminars and exercises: This category encompasses all the work that students must undertake independently to acquire the necessary knowledge for active participation in class, build a solid foundation of general knowledge, and complete written exercises.
- Self-Study: These hours are dedicated to independent study, which includes reviewing class notes, required readings, optional and supplementary materials, and any other resources that contribute to the development of skills and knowledge necessary to successfully complete written exercises.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	35%	2	0.08	1, 2, 4, 25, 8, 7, 10, 9, 13, 17, 16, 21, 24, 28, 19, 26, 5, 12, 6
Midterm exam	15%	2	0.08	1, 2, 4, 25, 8, 7, 10, 9, 13, 17, 16, 21, 24, 28, 19, 26, 5, 12, 6
Participation	10%	0	0	4, 7, 9, 11, 13, 20, 17, 15, 16, 23, 21, 24, 28, 19, 27, 6
Practical session 1. In-class debate and exercise	20%	2	0.08	3, 1, 2, 4, 25, 8, 7, 10, 9, 17, 16, 23, 21, 22, 24, 28, 30, 6
Practical session 2. In-class debate and exercise	20%	2	0.08	3, 1, 2, 4, 25, 7, 11, 18, 20, 14, 15, 23, 21, 22, 24, 29, 30, 27, 12

The final qualification depends on the grades obtained in the following assignments:

1. Midterm exam. The midterm exam (individual and in written form) aims to test the degree of knowledge of students in regards to the concepts and analytical tools that articulate the course (topics 1 to 4 of the syllabus are included - Block I). The exam accounts for 15% of the final grade. It is required to obtain a minimum grade of 5 in the midterm exam in order to pass the course.
2. Final exam. The final exam (individual and in written form) aims to test the degree of knowledge of students, both as regards analytical concepts and substantive issues addressed in the course (topics 5 to 13 of the syllabus are included - Block II). The exam accounts for 35% of the final grade. It is required to obtain a minimum grade of 5 in the final exam in order to pass the course.
3. Practical sessions. During the course, two practical sessions will be conducted, focusing on two issues that generate significant debate on the international agenda. The evaluation of the practical sessions consists of an individual exercise for each practical session, carried out in the classroom. Students must previously participate in a discussion session by which they must demonstrate that they have worked on the reading materials. Each exercise accounts for 20% of the final grade each.
4. Participation in class activities and debates accounts for 10% of the final grade.

Further considerations:

To successfully pass the course, students must obtain at least a grade of 5 on the course exams (midterm and final). The exams are designed for students to demonstrate a basic and balanced knowledge of the theoretical and substantive contents of the syllabus. A minimum grade of 5 on the course exams is a necessary condition for the rest of the grades obtained in the course to be taken into account. Students who fail the final exam and/or the midterm exam will have the opportunity to re-take it on the date set by the Faculty (all grade options open).

Students who have failed the exercises (practical sessions) will have also the opportunity to re-take said exercises. The maximum score that can be achieved is 5 out of 10.

Students have the option to request a grade review for all assessable written exercises.

The qualification of "NOT ASSESSABLE" can only be assigned to students who have not taken the course exams (midterm and final)

Comprehensive Evaluation: In accordance with article 265 of the current academic regulations of the UAB, students can apply for the Comprehensive Evaluation. They must contact the Faculty and present a reasoned request within the established deadlines. The Comprehensive Evaluation will take place on a single date (coinciding with the date of final exams and make-up exams). The single evaluation consists of three evaluation exercises corresponding respectively to block I of the course (instrumental dimension), which accounts for 30% of comprehensive evaluation, block II of the course (analysis of the international order in the post-cold war period), which accounts for 30% of comprehensive evaluation, and the practical sessions (block III), focused on cases of controversial international norms (included in the course syllabus), which account for the 40% of the comprehensive evaluation. To obtain a passing grade in the Comprehensive Evaluation, a minimum grade of 5 must be attained. In the case of obtaining a failing grade, the Comprehensive Evaluation can be re-taken on the date set by the Faculty for the make-up exams. The review of the final grade will follow the same procedures established for the continuous assessment. Students must express their willingness to follow this system of evaluation to the professors at the beginning of the course.

Bibliography

Please note that a significant portion of the mandatory reading materials will be accessible electronically, either through the *Campus Virtual* or the UAB library.

BLOCK I

INTERNATIONAL ORDER: CONCEPTS AND INSTRUMENTS FOR ANALYSIS

Topic 1

Walt, Stephen, "One World Many Theories", *Foreign Policy*, no. 110, 1998, en: http://www.columbia.edu/itc/sipa/U6800/readings-sm/foreign_pol_walt.pdf

Topic 2

Barbé, Esther, "¿Qué es la soberanía? Tres lecturas del orden internacional", *La maleta de Portbou*, march-april, 2020, at: <https://lamaletadeportbou.com/articulos/tres-lecturas-del-orden-internacional/>

Topic 3

Held, David et al., *Global transformations. Politics, economics and culture*, Stanford Univ. Press, Stanford, 1999 (Introduction, pp. 1-10). There is an Spanish version, *Transformaciones globales. Política, economía y cultura*, México, Oxford University Press, 2002.

Karns, Margaret et al., *International Organizations. The politics and processes of global governance*, Lynne Ryener, Boulder, 2015 (Chapter 1 "The challenges of global governance").

Topic 4

Barbé, Esther, "Orden en transición y normas en discusión", *Revista CIDOB d'Afers Internacionals*, num. 134, 2023, pp. 21-36.

Buzan, B. y Lawson, G., "Introduction" en Barry Buzan y George Lawson, *The Global Transformation. History, Modernity and the Making of International Relations*, Cambridge, Cambridge U.P., 2015, pp. 1-14.

BLOCK II

CONTEMPORARY INTERNATIONAL SYSTEM: CHANGE AND CONTINUITY IN THE INTERNATIONAL ORDER SINCE 1989

Topics 5 to 13 (**mandatory readings and core content for the entirety of block II**)

Barbé, Esther (with Oriol Costa), *Relaciones Internacionales*, Madrid, Tecnos, 2020 (4ª ed.) (Chapter VI "La sociedad internacional desde el final de la guerra fría: constitución, transición y contestación del orden internacional").

Acharya, A. and Buzan, B., "The world after 1989: Unipolarity, Globalisation and the Rise of the Rest" en Amitav Acharya i Barry, Buzan, *The Making in Global International Relations. Origins and Evolution of IR a tita Centenary*, Cambridge, Cambridge U.P., 2019, pp. 179- 260.

Other compulsory readings for Block II related to specific thematic areas of the course

Topics 7, 10 and 13 (Trade)

Ibáñez, Marc and García Durán, Patricia, "Libre comercio: los intercambios económicos nos benefician a todos" in Barbé, E., *Las normas Internacionales ante la crisis del orden liberal*, MadridTecnos, 2021, pp. 45-77.

Topics 7 and 12 (International Criminal Court and Convention Against Torture)

Lesch, Max, Zimmermann, Lisbeth i Deitelhoff, Nicole, "Contestation from Within: Norm Dynamics and the Crisis of the Liberal International Order", *Global Studies Quarterly*, vol. 4, núm. 2, 2024.
<https://doi.org/10.1093/isagsq/ksae022>

Topics 8, 10 and 13 (Nuclear proliferation)

Kienzle, Benjamin, "No proliferación: una norma injusta, pero asentada", in Barbé, E., *Las normas Internacionales ante la crisis del orden liberal*, Madrid Tecnos, 2021, pp. 109-142.

Topic 9 (Responsability to Protect)

Barbé, Esther, "Instituciones, normas y conflictos: Los años devorados por las langostas", in Vázquez Gómez, Eva Mª, Adam Muñoz, Mª Dolores and Cornago Prieto, Noé (coords.), *El Arreglo pacífico de controversias internacionales*, 2013, Valencia Tirant Lo Blanch, pp. 777-800.

Topic 11 (Geopolitics)

Mead, Walter Russell, "The return of geopolitics", *Foreign Affairs*, num. 93, 2014, pp. 69-79.

Topics 11 and 13 (Covid- 19 crisis and international order)

Barbé, Esther, "El invierno que no llegó: el orden internacional en tiempos de pandemia", *Revista Española de Derecho Internacional*, vol. 72, no. 2, 2020.

Topic 12 (China and normative contestation)

Dukalskis, Alexander, "A fox in the henhouse: China, normative change and the UN Human Rights Council", *Journal of Human Rights*, núm. 22, 2023, pp. 334-350.

Topic 13 (Emerging powers)

González, Alicia, "Los BRICS y la gobernanza económica mundial", *Política Exterior*, no. 164, march-april 2015.

Topic 13 (Nuclear proliferation)

Demurtas, Alessandro y Peña González, Alejandra, "La guerra de Ucrania y la consolidación de la rivalidad tripolar en el orden nuclear internacional: EE.UU., Rusia y China", *Revista Electrónica de Estudios*

Internacionales, núm. 46, pp. 137-170 at: <https://reei.tirant.com/reei/article/view/2153> (mandatory reading, pp. 164-170)

BLOCK III

Basic readings for practical sessions

Practical session 1: Barbé, Esther and Badell, Diego, "Salud y derechos sexuales y reproductivos: Entre la salud pública y los derechos de la mujer", in Barbé, E., *Las normas Internacionales ante la crisis del orden liberal*, Madrid Tecnos, 2021, pp. 143-175.

Practical session 2: Costa, Oriol, "La lucha contra el cambio climático: una nueva arquitectura del multilateralismo", in Barbé, E., *Las normas Internacionales ante la crisis del orden liberal*, Madrid Tecnos, 2021, pp. 79-107.

Recommended readings (general)

Acharya, Amitav, and Barry Buzan, *The Making of Global International Relations: Origins and Evolution of IR at Its Centenary*, Cambridge, Cambridge U.P., 2019.

Arenal, Celestino del, "Mundialización, creciente interdependencia y globalización en las relaciones Internacionales", *Cursos de derecho internacional y relaciones internacionales de Vitoria-Gasteiz*, Leioa, Universidad del País Vasco, 2008, pp. 181-268, at: <https://www.ehu.es/es/web/cursosderechointernacionalvitoria/-/mundializacion-creciente-interdependencia-y-glc>

Badia Martí, A. et al (dirs), *Las organizaciones internacionales en el siglo XXI*, Madrid, Marcial Pons, 2021.

Bargués, Pol, *La paz diferida. Diferencias, resiliència y crítica en las intervencions Internacionales*, Barcelona, ICIP/Bellaterra, 2021.

Boreyko, A.V., Vernigora, A.A. i Kislitsyn, S.V., "The Infrastructure Competition between the United States and China in Developing Countries", *Herald of the Russian Academy of Sciences*, vol. 92, 2022, pp. 627-635, <https://doi.org/10.1134/S1019331622130159>

Buzan, Barry and Waever, Ole, *Regions and Powers. The Structure of International Society*, Cambridge, Cambridge U.P., 2003.

Costa, Oriol, "El multilateralismo en crisis", *Revista CIDOB d'Afers Internacionals*, núm. 101, 2013, pp. 7-25, at: https://www.cidob.org/ca/articulos/revista_cidob_d_afers_internacionals/101/introduccion_el_multilateralismo_en_

González Ferriz, Ramón, *La trampa del optimismo. Cómo los años novena explican el mundo actual*, Barcelona, Debate, 2020.

González del Miño, Paloma (ed.), *El sistema internacional del siglo XXI*, Valencia, Tirant lo Blanc, 2020.

Hurrell, Andrew, *On global order. Power, values and the constitution of international society*, Oxford University Press, Oxford, 2007.

Ikenberry, G. John, "A New Order of Things? China, America, and the Struggle over World Order" a Toje, Asle (ed.), *Will China's Rise Be Peaceful? The Rise of a Great Power in Theory, History, Politics, and the Future*, New York, Oxford Academic, pp. 36-56, 2018, <https://doi.org/10.1093/oso/9780190675387.003.0003>.

Krastev, Ivan and Holmes, Stephen, *La luz que se apaga. Cómo Occidente ganó la guerra y perdió la paz*, Barcelona, Debate, 2019.

Leonard, Mark, *The age of unpeace. How connectivity causes conflict*, Bantam Press, 2021.

Lundestad, Geir, *East, West, North, South. Major Developments in International Politics since 1945*, Sage, London, 2018 (8ª ed).

Nau, Henry, *Perspectives on International Relations. Power, Institutions and Ideas*, London, Sage, 2019.

Paris, Roland, "The right to dominate: How old ideas about sovereignty pose new challenges for world order", *International Organization*, vol. 74, summer 2020, pp. 453-89.

Peña, Alejandra, "China's Belt and Road Initiative: Implications for Central Asia", a Serra, F. i Izquierdo Brichs, F. (ed.), *Political Regimes in Central Asia and Neopatrimonialism. A Sociology of Power Perspective*, Singapore, Palgrave MacMillan, pp. 71-113, https://doi.org/10.1007/978-981-15-9093-1_3

Sanahuja, José Antonio and Tezanos Vázquez, Sergio, "Del milenio a la sostenibilidad: Retos y perspectivas de la Agenda 2030 para el desarrollo sostenible", *Política y Sociedad*, vol. 54, núm. 2, 2017, pp. 521-543.

Shambaugh, David, *China Goes Global. The Partial Power*, New York, Oxford University Press, 2013.

Thompson, Helen, *Disorder. Hard times in the 21st century*, Oxford, Oxford University Press, 2021.

Stephen Matthew D. and Zurn, Michael, *Contested World Orders. Rising Powers, Non-Governmental Organizations, and the Politics of Authority Beyond the Nation-State*, Oxford, Oxford U.P., 2019.

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.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	51	English	first semester	afternoon
(SEM) Seminars	1	Catalan	first semester	morning-mixed
(SEM) Seminars	10	Catalan	first semester	morning-mixed
(SEM) Seminars	51	English	first semester	afternoon
(SEM) Seminars	510	English	first semester	afternoon
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	51	English	first semester	afternoon