

International Relations

Code: 101091
ECTS Credits: 12

2024/2025

| Degree | Type | Year |
|---------------------------------|------|------|
| 2500262 Sociology | FB | 1 |
| 2503778 International Relations | OB | 1 |

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

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).

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

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. Assess the distinctive and instrumental aspects, from a conceptual and methodological approach, of the various trends and analytical approaches to International Relations.
4. Communicate using language that is not sexist or discriminatory.

5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Critically evaluate the impacts of globalisation in different areas: security, environment, human rights, migrations and peace.
8. Demonstrate knowledge of theoretical trends and classical and recent analytical approaches to international relations.
9. Demonstrating if these policies cause conflicts or are result of a consensus.
10. Describe the international order: anarchy versus order, national society and transnational society.
11. Describe the main elements that characterise international global society (1945-2000).
12. Describe the major approaches to international relations (realism, transnationalism, structuralism).
13. Describing the social changes of these phenomena in the 20th century.
14. Developing self-learning strategies.
15. Distinguishing historical precedents of specific policies or conflicts.
16. Evaluate the different aspects of the different trends and analytical approaches in international relations from a specific methodological and conceptual viewpoint.
17. Explain the explicit or implicit code of practice of one's own area of knowledge.
18. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
19. Identify data sources and carry out rigorous bibliographical and documentary searches.
20. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
21. Make adequate use of the theory and concepts of international relations (Hobbesian, Grotian and Kantian thought).
22. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
23. Propose projects and actions that incorporate the gender perspective.
24. Respecting the diversity and plurality of ideas, people and situations.
25. 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.
26. 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.
27. 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.
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. Using this demonstration to interpret how to implement a political decision.
31. 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.

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

Part III.2. Bipolar order

Topic 17. 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 and the Warsaw Pact)
4. Start of the nuclear race: Strategic changes
5. The response of the periphery to bloc politics: The Non-Aligned Movement

Topic 18. The détente between the blocs (1962-1979)

1. Détente: definition, origins and areas (crisis, nuclear weapons, regional conflicts, etc.)
2. The triangle of détente: USA-USSR-China
3. 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 détente within the blocs: polycentrism and pan-Europeanism (Ostpolitik and CSCE)

Topic 19. End of détente and the 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: Enlargement of influence
4. Reactivation of the arms race (star wars, the Euromissile crisis)
5. Social movements and anti-nuclear struggle

Topic 20. 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. Process of disintegration of the Eastern Bloc: the fall of the Berlin Wall and the disintegration of the USSR
4. The other side of the coin: the Tiananmen protests 1989

5. Causes of the end of the Cold War: a theoretical and political debate

Part III.3. Liberal international order

Topic 21. Hegemony in the international economic system

1. Introduction: What is the liberal international order and which are its foundations?
2. The United States: The hegemonic power
3. Bretton Woods: The principles of the system
3. Financial institutions (World Bank and the IMF), and trade institutions (GATT)

Topic 22. 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)

Topic 23. Multipolarism in the center and political-economic organization of the periphery in the seventies

1. The setback of the United States in the world economy: the review of the principles of free trade and crisis in the international monetary system.
2. Economic multipolarity: Japan the European Community, and the G7 .
3. The impact of the oil shocks: the role of OPEC
4. Center-periphery fracture. Economic crisis and failure of development policies. Demands of the periphery and the counteroffensive from the North (New International Economic Order) and evolution and structuring of the periphery (OPEC, MNA, G28, etc.)

Topic 24. Neoliberalism, periphery and reorganization of the economic system in the eighties

1. Neoliberalism (concept, foundations, content, impact).
2. Tripolarism (USA-Japan-EC) and the growth of Asia Pacific (China: reform and opening policy, and the Asian tigers). 3.
4. Neoliberal expansion and the international trade agenda (Uruguay Round).
5. The problem of external debt and structural adjustment policies: consequences for the South'.

Topic 25. Reflections on the post-Cold War international order

1. Introduction: a new post-Cold War international order?
2. End of the bipolar order and transition to a more multipolar world.
3. The international liberal order in the post-Cold War.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|--|
| Type: Directed | | | |
| Debates on mandatory readings and additional recommended materials | 6 | 0.24 | 2, 4, 8, 25, 26, 24, 7 |
| Individual evaluable exercises | 8 | 0.32 | 8, 11, 10, 14, 15, 12, 18, 27, 29, 26, 21, 3, 16 |
| Lectures with the support of information technologies and in-class debates | 89 | 3.56 | 6, 1, 17, 12 |
| Type: Supervised | | | |
| First semester tutorials to discuss individual exercises, practical exercises and other contents of the program | 3 | 0.12 | 27 |
| Practical evaluable exercises | 8 | 0.32 | 2, 4, 14, 27, 19, 23, 25, 26, 24, 21, 7, 3, 16 |
| Second semester tutorials to discuss individual exercises, practical exercises and other contents of the program | 3 | 0.12 | 27 |
| Type: Autonomous | | | |
| Compile and consult documentation on different topics of international relations | 12 | 0.48 | 14, 19, 26 |
| Study of the syllabus of the subject and complementary readings | 155 | 6.2 | 6, 28, 26, 16 |

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.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|---|-------|------|--|
| 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 | 6, 1, 8, 9, 13, 11, 10, 14, 15, 17, 12, 18, 27, 20, 29, 28, 25, 21, 5, 3, 16 |
| Participation | 10% of the final grade | 0 | 0 | 2, 4, 8, 25, 26, 24, 21 |
| Two evaluable practical exercises (one in each semester). Each of these is worth 20,0% of the final grade. | Weight 40% of the final grade (cannot be re-taken) | 8 | 0.32 | 2, 4, 14, 15, 27, 19, 20, 22, 23, 29, 28, 25, 26, 24, 30, 7, 3, 16, 31 |

SUMMARY OF THE EVALUATION

- 50% of the final grade of the course corresponds to four Exams (two each semester). Each of these is worth 12.5% of the course's final grade. These exams can be retaken on the dates established by the Faculty.

- 40% of the course's final grade corresponds to two evaluable Practical exercises (Prácticas) (one in each semester). Each of these Practical exercises is worth 20% of the final grade. These exercises cannot be retaken/resubmitted.

- 10% of the final grade corresponds to class participation.

This is an annual course; therefore, the final grade is the result of all the evaluable activities carried out throughout the academic year (two semesters). Below is a breakdown of the activities to be carried out in each semester:

First Semester

Exam 1: 12.5% of the final grade.

Exam 2: 12.5% of the final grade.

Practical exercise 1: 20% of the final grade

Class participation first semester: 5%.

Second Semester

Exam 3: 12.5% of the final grade.

Exam 4: 12.5% of the final grade.

Practical exercise 2: 20% of the final grade

Class participation second semester: 5%.

Requirements to pass the course:

To pass the course, an average final grade (after weighing all the parts) of 5/10 must be obtained.

To pass the course, you must have a MINIMUM grade of 5/10 for each of the four exams (two per semester). Exams in which the minimum grade of 5/10 is not obtained may be retaken at the end of the second semester on the date of the compensatory evaluation indicated by the Faculty. Detailed information about this date will be provided throughout the course.

It will be possible to pass the course with one of the four exams failed, provided that the exam grade is equal to or higher than 4/10 and that the average of the four exams is 5/10.

As indicated above, each semester, there will be a Practical exercise. This practical activity will be done in groups (group work) and include more than one activity or task. Both individual and group work will be assessed in the evaluation.

Important: Practical exercises cannot be retaken or resubmitted, and you must pass at least one of the two Practical exercises to pass the course. If the evaluation of any of these exercises includes an individual activity or question, to be entitled to receive a grade for this activity, it will be essential to have done the group work. That is to say, a person who has not previously participated in the group work will not be able to participate in the individual activity.

The course schedule will specify the dates of the four Exams, the two Practical exercises, and any other activity (see the Virtual Campus).

The final grade of NOT ASSESSABLE (NO AVALUABLE, NO EVALUABLE) will be assigned only to those students who have not submitted more than 50% of the evaluable activities of the course.

COMPREHENSIVE EVALUATION OF THE COURSE

Students who have requested it, within the deadlines and by the procedure established by the Faculty, may present a "Comprehensive Evaluation" of the entire course. The procedure and notification periods will be announced by the Faculty at the beginning of the course.

A minimum grade of 5/10 must be obtained to pass this Comprehensive Evaluation.

The structure of the evaluation will be as follows:

First part. EXAM. An exam that includes ALL the topics included in the Syllabus (Guía docente) for the academic year 2024-2025, as well as ALL the mandatory readings for each topic. The exam structure will be similar to the exams taken in the continuous evaluation system. This exam is equivalent to 60% of the grade.

Second part. PRACTICAL EXERCISES. Two exercises, corresponding to the two practical exercises carried out during the academic year 2024-2025. Each practical exercise is equivalent to 20% of the grade of the Comprehensive Evaluation, in total 40%. As in the case of continuous evaluation, the practical exercises cannot be retaken or resubmitted. It is also important to note that grades of practical exercise obtained during the previous academic year will not be considered.

Very important: to pass the Comprehensive Evaluation, you must pass the exam with a minimum grade 5/10. If you fail the exam at the first opportunity, you can retake it on the date set by the faculty for the compensatory evaluation of the subject.

The revision of grades will follow the same procedure as the continuous evaluation.

Bibliography

1. Mandatory 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: Allyn and 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. Un aporte 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>

SAGAN, Scott. "Why Do States Build Nuclear Weapons? Three Models of the Bomb", *International Security*, Vol. 21, No. 3, The MIT Press, 1996. Electronic resource available UAB

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STIGLITZ, Joseph. *El malestar en la globalización*. Madrid: Taurus, 2003.

VÄYRYNEN, Raimo. Focus On: Is There a Role for the United Nations in Conflict Resolution?. *Journal of Peace Research*, 1985, 22.3: 189-196. Electronic resource available UAB

YERGIN, Daniel. *La historia del petróleo*. Argentina: Buenos Aires, 1992.

2. Recommended bibliography

ACHARYA, A., & Buzan, B.. *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*. Cambridge: Cambridge University Press, 2019.

ARACIL, Rafael; OLIVER, Joan & SEGURA, Antoni, *El mundo actual. De la segunda guerra mundial a nuestros días*. Barcelona: Edicions Universitat de Barcelona, 1998.

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

BARBÉ, Esther (dir.). *Las normas internacionales ante la crisis del orden liberal*. Madrid: Tecnos, 2020.

BAYLIS, J.; SMITH, S. OWENS, P., *The Globalization of World Politics* (9th Ed.), Oxford-New York, Oxford University Press, 2023.

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BLIGHT, James G. & LANG, Janet. *The Armageddon Letters: Kennedy, Khrushchev, Castro in the Cuban Missile Crisis*. Rowman i Littlefield Publishers, 2012.

BOYD, Andrew. *An Atlas of World Affairs*. Londres: Routledge, 2007 (11th ed.).

BRZEZINSKI, Zbigniew. *El Gran Tablero Mundial*. Barcelona: Paidós, 1998.

- BRZEZINSKI, Zbigniew. El dilema de EE.UU.: ¿dominación global o liderazgo global? Barcelona: Paidós, 2005.
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3. Revistes i anuals

Afers Internacionals (CIDOB)

Alerta 2021! Informe sobre conflictos, derechos humanos y construcción de paz (Escola de 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.etown.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.

Language list

| Name | Group | Language | Semester | Turn |
|----------------|-------|----------|----------|---------------|
| (SEM) Seminars | 1 | Spanish | annual | morning-mixed |
| (SEM) Seminars | 2 | Catalan | annual | morning-mixed |
| (SEM) Seminars | 51 | Catalan | annual | afternoon |
| (SEM) Seminars | 52 | Spanish | annual | afternoon |
| (TE) Theory | 1 | Spanish | annual | morning-mixed |
| (TE) Theory | 2 | Catalan | annual | morning-mixed |
| (TE) Theory | 51 | Catalan | annual | afternoon |
| (TE) Theory | 52 | Spanish | annual | afternoon |