75750 - Teory of International Relations
Academic Year/course: 2021/22

Syllabus Information

Subject:
75750 - Teory of International Relations

Credits:
6.0

Course language:
Lecture: Group 1: English
Group 5: English
Learning Unit 1: Group 101: English
Group 501: English
Learning Unit 2: Group 101: English
Group 502: English

Professors:
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Degrees where it is taught:
322 - Degree in Global Communication Management

Course typology:
Compulsory

Academic year:
2

Semester:
Second semester

Requirements and previous knowledge
None

Subjects to be taken simultaneously
None

Description
This subject will introduce students to the interdisciplinary study of international relations. It expects to get students acquainted with the most important tools to understand and analyse today’s international relations. This subject will combine a theoretical approach and a practical focus on contemporary issues. Students will get an overview of the international system with its main actors as well as a
Learning Unit 1: Governing global challenges (Dr. Òscar Mateos)

The purpose of this Learning Unit is to acquire basic knowledge about the main discussions involving current global challenges, namely: global inequalities, the global crisis of democracies, climate change, and the management of the so-called global commons. In a lively and participate manner, and by using the most meaningful authors and references that are nowadays involved in such an important global discussion in the international realm, this LU will attempt to address at least three meaningful questions that the student will try to answer: a) why this particular topic has become a global challenge?; b) what are the main features that define this particular issue as a global challenge?; c) what type of global strategies are being developed to tackle it and which are the main public and private actors involved therein? To address these three questions the students will read every week one core reading and some other materials will be provided in class.

Learning Unit 2: (Marta Pascal)

The purpose of this learning unit is to understand the nature, role and influence of political parties considering an international analysis. Moreover, there will be specific focus on the influence of big ideologies to political parties and its impact on leadership.

At the end of the LU students will be able to analyse and compare political parties and identify new strategies on how political parties are influencing voter preferences and how new media and social networks are effecting political parties.

Course objectives, skills and learning outcomes

The main objective of the subject, as laid above, is to empower students to

1. Understand the driving forces behind current international relations
2. Understand the main issues of the agenda in today’s international system
3. Understand the key tenets of international actors, structure and processes

Most in particular, at the end of the semester students are expected to have acquired the following knowledge and abilities:

Knowledge

1. Identifying the main tenets studies by the discipline of
International Relations, and having a solid background therein

2. Analysing the most important elements of the international system: actors, structure, processes and norms

3. Understanding the main trends in international events since the end of the cold war

4. Assessing related aspects: foreign policy-making systems and machineries, international conflicts, global trends, features of the international society, among others

Abilities

1. Qualification to summarise, analyse and understand relevant international events and structures, with a practical and a conceptual-theoretical focus

2. Capacity to discern the roles and functions of states, international organisations and other diplomatic actors, as well as the nature of the relationship among them and the international outcomes

3. Faculty to address on their own the main aspects of international relations and law and expand their knowledge and interest in these fields

4. Competence to come to conclusions and generalisations about aspects related to the course out of case studies and practical exercises

5. Rigour to work on a concrete topic throughout the course, as well as presenting it both orally and in written format

Contents

Core group (Emmanuelle Diehl)

Part 1. Setting the stage

1. Introduction to international relations
2. Different Theories of International Relations
3. Different eras in IR and where we are today: what does it mean and how does it impact us all?
4. What are Geopolitics and how do they influence IR and policy
5. The international system, its governance and its pros and cons
6. From international diplomacy to policy- who does what and why?
7. What is understand by international security and how does this translate into policy?
8. IR and the role of different actors from State, NGOs, Media, to local citizens
9. Current issues on the global agenda – students and professor will identify key trends and delve into them through news, case studies and role play.

Learning Unit 1: Governing global challenges (Dr. Òscar Mateos)
• Session 1. From globalization to post-globalization? A state of the art of current debates.
• Session 2. Global inequalities: from the North-South divide to a new global divide.
• Session 3. Is Democracy dying? Understanding the current global crisis of representation
• Session 4. Coping with Climate change. What’s next to tackle the global environmental crisis.
• Session 5. Governing the “commons”. Towards a polycentric way of governing common-pool resources?
• Session 6. Mapping out global strategies and initiatives.

Learning Unit 2: Political parties, power and democracy (Marta Pascal)
SESSION 2- role, power and influence of political parties in a democratic system
SESSION 3- Ideologies and political parties.
SESSION 4- new politics, postdemocracy and political parties. The effect of populism on political parties.
SESSION 5- candidates, leadership, communication and political parties.
SESSION 6- new models. A worldwide panorama.

Methodology
This course will be highly participatory combining 30% theory with practice, individual and group presentations, role play and case studies. In the case of both Learning Units, group exercises and debates will be important to understand global challenges.

Evaluation
CONTINUOUS EVALUATION
Students must pass the three different parts of the subject separately in order to pass the whole subject. The final mark is based on continuous assessment, based on the following items and percentages: the core group has a 60% weighting, while the learning units count for 20% each.

Core group
First sitting
- Attendance and participation; 10%
- Assignments (individual and group): 25%
- Mid-term exam: 15%
- Final exam: 50 %
A minimum grade of 4.00 over 10 in the final exam is required to apply the above-mentioned percentages. In case you do not obtain this minimum grade, you will have to re-sit the final exam (independently from the grades that you have obtained in the rest of evaluation concepts).

In case you obtain a minimum grade of 4.00 over 10 in the final exam, but applying the above-mentioned percentages you do not reach an overall grade of 5.00 over 10, then you will have to re-sit the final exam as well.

IMPORTANT: you cannot re-sit or re-do your individual essays or the mid-course test.

Second sitting

- Re-sit exam weighting 50% (students keep the average grade of the other assessment criteria during the semester). A minimum grade of 5 is needed to pass the whole subject.

Learning Unit 1 (Dr. Òscar Mateos)

First sitting

- At least two group exercises will be conducted in class (30%)
- Final essay of 1500 words (70%)

Second sitting

- Final essay (100%)

Learning Unit 2 (Marta Pascal)

First sitting

Class participation (10%)
Group exercise (30%)
Final essay (60%)

Second sitting:

Final essay (100%)

VERY IMPORTANT: Students must pass all parts of the subject (minimum mark: 5 out of 10), i.e. the main subject and the learning units. Students have the right to retake the second sitting as long as they attended the first. If students have not attended the first sitting they lose the right to attend the second.

Attendance

GCM Students are required to attend to a minimum of 80% of the classes. Absences due to health issues, bureaucratic...
procedures, family issues, driving licence exams and the like are to be included within the 20% of absences allowed.

**ASSESSMENT CRITERIA**

The following criteria are considered when assessing the different parts:

1. Good understanding and use of the key concepts of the subject
2. Ability to connect the key concepts from the subject with broader topics in Global Communication Management.
3. Ability to present original ideas based on the guidelines provided.
4. Active participation in class and meeting deadlines.

**Bibliography**

**Core group**

- Baylis, John; Smith, Steve and Owens, Patricia (eds.), *The Globalization of World Politics. An Introduction to International Relations (7th edition)*, Oxford: Oxford University Press

**Learning Unit 1 (Dr. Òscar Mateos)**

movements in the Internet age. London: Polity.


**Learning Unit 2 (Marta Pascal)**

- Perelló Sobrepere, M. (2018). The Use of New Media and ICT by Social Movements in Contemporary Processes of Political Activism. *TDX (Tesis Doctorals En Xarxa)*.

**COVID-19 Adaptations**

The Catalan University System has determined the academic year 2020-2021 to be an exceptional period due to the COVID-19 crisis. Therefore, Blanquerna School of Communication and International Relations has produced a *Teaching model for the academic year 2020-2021* in order to ensure the teaching and academic quality in all the degrees in our School and also in all the possible scenarios that may occur.

During the first semester of the academic year 2020-2021 the School will implement a mixed model (face-to-face and virtual). This model could also be implemented in the second semester if need be. Likewise, it may be substituted for an entirely face-to-face model or for a fully virtual one, depending on the evolution of the health crisis and the indications given by the competent administration. The model follows the instructions and guidelines given by the health authorities with regard to social distancing, and...
basic hygiene measures and procedures. It allows for the recommendations of the Ministry of Universities and the Catalan University Quality Assurance Agency (AQU), and it is in line with the document drafted by Ramon Llull University for next academic year: General criteria for the adaptation of the academic year 2020-2021 at Ramon Llull University due to the exceptional context of COVID-19.

The course contents, skills, methodology, learning tasks, timing, calendar and assessment procedures are those stated in this teaching guide and they have not suffered any changes with respect to the degree validation reports. The model ensures face-to-face teaching in at least 50% of all the courses. To this end, students in every degree course will be divided into two subgroups from the first day of class. From then on, one subgroup will attend the classes at the School on half of the sessions. On those days, the other subgroup will follow the classes online —the sessions will be broadcast in streaming.

In cases like Final Degree Projects, internships and some specific learning units with a low number of students, the percentage of on-campus attendance may be much higher and it could actually reach 100%. The same applies to masters and specialist university diplomas. The classrooms will be provided with the necessary equipment so that students who follow the session by streaming may interact with the lecturer and the rest of the students. This model is adapted to the available spaces in the three buildings of the School and it also takes into account all the activities that require the use of technological equipment or facilities such as sets, studios, rooms for digital video editing or computer rooms.