

## 12877 - International Political Structure

### Syllabus Information

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**Subject:** 12877 - International Political Structure

**Credits:** 6.0

**Course language:** null: Grupo 5: English

Grupo 1: English

Grupo 501: English, English

Grupo 101: English, English

Grupo 102: English, English

**Professors:**

**Degrees where it is taught:** 147 - Degree in International Relations

**Course typology:** Compulsory

**Academic year:** 2

**Semester:** Second semester

### Requirements and previous knowledge

None

### Subjects to be taken simultaneously

None

### Description

#### Core group:

The concepts of “order” and “anarchy” are key in the International Relations discipline: both are (not mutually exclusive) ordering principles of the international system. Within the discipline there are two different approaches to their study: the historicist and the political scientist. While the former adopts a phenomenological and descriptive framework, the latter develops a systemic analysis. That’s the reason why when we try to analyze the international reality (past, present and future), we use the concept of international system as an analytical tool. The versatility of the concept “system” lies in the fact that it assumes the existence of actors, structures, processes and values.

The aim of this course is to introduce the student to the use of these scientific tools for the analysis of the current international system, highly influenced by the globalization phenomenon. The course pretends to generate synergies with the knowledge obtained by students from courses as History of International Relations or International Relations Theory: through these three courses of the Degree the student should develop a solid analytical capacity of such a complex and multidimensional international reality as we are living nowadays.

The structure of the course is organized around three sections:

- I. An introduction to **key debates and concepts** in International Relations discipline as agency-structure; system-society-community; international ethics; international regimes, levels of analysis... debates with an important theoretical element necessary to understand the rest of the program of the course;
- II. Analysis of the **globalization** phenomenon considered as the present configuration of the international system and its (inter)relation with phenomena like capitalism, multilateralism and international liberal order, approaching the phenomenon from its technical as well as political side;
- III. **Actors** of the international system, focusing on the concept of **international power** (those states that affect the structure of the international system) and their typology.

The course comprises core-group sessions and two learning units, focusing on global environmental governance and on international relations and religion respectively. During the course students will have to read key texts (which will be provided and indexed by sections through Scala) and analyze them.

#### Learning Unit 1: Global Governance of Environment (professor Lluís Recoder)

The purpose of the Unit is to learn about the main environmental challenges that the world faces, their origin, the main thoughts about the relationship between humanity and environment, the evolution of the ecological movement, the political response and its main steps, the institutional framework, the different stakeholders and the decision making processes in this area.

#### Learning Unit 2: Religion and International Relations (professor Onno Seroo)

This course addresses the impact of religions and their institutions, as well as faith-based actors, on International Relations. Which role plays religion in the domestic and foreign policy of states? How do they relate to international standards and agendas, i.e. in the field of human rights and sustainable development? In short, what is their relation with conflict? Are religions warmongers or peacemakers?

#### **Course objectives, skills and learning outcomes**

These skills will be evaluated based on the criteria and instruments specified below.

Students are expected to achieve the following learning outcomes by the end of the course:

1. Understand the **evolution** of international political structures through history, the main features of the **situation** today and identify possible **trends** for the future
2. Understand the differences in **objectives, situation, power/influence** and **actions** of the main international **actors** and how this **influences** the final **outcomes**
3. Investigate the reasons for **success** or **failure** of the current international political structures, with particular attention to the use of these structures to reduce or increase freedom and the debate over the environment from a global perspective.
4. Understand the link between International Relations Theory and Religion, both in its significance in the historical ground and in its political, ethical and social implications.

#### **Contents**

##### Core group:

- I. Introduction to the key concepts and debates related to international system
  1. International system, society and community
  2. Ethics and international system (Communitarianism vs. cosmopolitanism)
  3. Levels of analysis in International Relations
  4. Agency-Structure debate
  5. Multilateralism: order within anarchy
  6. International Regimes: managing the complexity
- II. Globalization and international system.

1. Introduction to globalization, its explicative factors (between the material and the ideational) and its impact on international political structures
2. Origins and periods of globalization
3. Globalization and modernity (sociological approach)
4. Technological factor and space-time compression
5. Identity and cultural diversity in International Relations
6. Normative agendas of globalization (globalism)
7. Globalization according to International Relations Theories

### III. (Old and new) Actors in the international system

1. Definition of international actor and transnational typology (Mansbach)
2. The State and the concept of sovereignty in the XXIst century
3. Definition and typology of international power (hegemonic power, great power, emerging power, middle power, regional power and small power)

#### Learning Unit 1:

- I. The origin of the environmental problem and its awareness
- II. The response to the environmental difficulties
- III. The road to Rio 92
- IV. The road to Rio + 20
- V. International actors
- VI. Challenges for the future

#### Learning Unit 2:

- I. International Relations and Religion. A Theoretical Framework.
- II. Religions and Human Rights
- III. Religions and Sustainable Development
- IV. Religions, conflicts and peace

### **Methodology**

Lectures will constitute the core of the sessions. The explanation of the main concepts and how to inter-relate them will also benefit from the active participation of students. Learning Units follow an even more practical approach with case studies, problem-solving simulation and critical analysis of international political structures. Thus, active participation of students is expected in both Lectures and Learning Units. This requires the comprehensive reading of materials prior to attendance to Lectures and Learning Units, the completion of written assignments, participation in the class debates, together with possible individual and group presentations.

### **Evaluation**

#### **Core group:**

##### *First sitting*

1. A final exam on the contents of the program (40%)
2. A multiple-choice test exam at the end of Section I of the program ("Key concepts and debates") (20%)
3. Individual assignments to be completed during sessions or at home (20%)
4. A four-student group assignment analyzing an international actor (power) among a list previously offered by the professor (20%)
5. Active participation in class (qualitative)

**A minimum grade of 4.00 over 10 in the final exam is required to applicate the above-mentioned percentages.** In case you do not obtain this minimum grade you will have to resit the final exam (independently of the grades you have obtained at 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 don't reach an overall grade of 5.00 over 10, then you will have to resit the final exam too.

**IMPORTANT: you cannot resit or redo your individual and group assignments. Also, all the assignments that (1) do not include bibliography and/or (2) do not include references in the text won't be assessed and will receive automatically a grade of 0.00 (this applies to the exercises of the Core Group as well as both Learning Units). In case the type of essay does not require the use of bibliography, the professor will previously inform it at the instructions of the exercise.**

*Second sitting:*

**A final exam on the contents of the program (40%) in which you have to obtain a minimum grade of 5.00 over 10.** The other 60% of the grade will be considered by the continuous assessment done in the first sitting (multiple-choice exam, individual and group assignments and active participation in class, according to their already established percentages). You will pass the course only if (1) you pass the second sitting exam with a minimum grade of 5.00 over 10 and (2) once applied the percentages of the different evaluation concepts you obtain an overall grade of 5.00.

Students will be entitled to attend the second sitting only if they take part in the first sitting. If one or more blocks of the subject are not retaken, or the student was "no-show", he or she will fail the whole course and will have to repeat it.

### **Learning Unit 1:**

*First sitting*

1. Assessment of six individual exercises, one each class (30%)
2. A final exam on the contents of the course (70%)

*Second sitting*

An exam on the contents of the course (70%)

The other 30% of the grade will be considered by the work done in the first sitting (individual exercises).

### **Learning Unit 2:**

*First sitting*

1. Exercises in class or at home (50%)
2. Final written exam (50%)

*Second sitting*

Final written exam (50%)

The other 50% of the grade will be considered by the work done in class or at home in the first sitting (it cannot be retaken).

**A system of Single Evaluation** applies only to students who (1) have previously taken this course and (2) have

specifically chosen this option at enrollment. At the start of term, Single Evaluation students will be informed about how the tutorial system for the course will be organized. In principle:

- If 4 students or fewer opt for the Single Evaluation, then these students must attend two tutorials (at dates to be determined): one at the start of term, where the materials to be studied will be discussed; and one towards the end of term, where doubts and questions will be addressed.
- If 5 to 7 students opt for the Single Evaluation, then these students must attend 3 tutorials (at dates to be determined).
- If 8 or more students opt for the Single Evaluation, then these students must attend regular classes of 90 minutes every week.

All Single Evaluation students will be evaluated by a written exam which will count for 100% of the course grade (that is, there will be no marks either for continuous assessment or for work done in Learning Units). At second sitting, the exam will also count for 100% of the course grade. At both sittings, attendance and participation in the tutorial sessions will be taken into account.

**Access to second sittings of all exams and graded essays** is conditional on the student having taken the exam or submitted the essay at first sitting. Students who fail to attend the first sitting of the core exam or who fail to submit the essays for the Learning Units will be marked as “no-show”. As such, they will not be permitted to re-sit the exam or to submit another essay. They will automatically fail the course as a whole.

## CRITERIA OF EVALUATION OF RESULTS

The following criteria will be considered to determine the fulfillment of each evaluation item:

1. Understanding of key issues and challenges related to international political structures.
2. Ability to analyze critically the issues raised by texts and discussions, as well as their political relevance, including by relating them to other international and contemporary developments.
3. Ability to conceive and describe policy approaches suitable to the challenges identified throughout the course.
4. Active participation in group discussions and other exercises.

The items outlined above will be adapted to the specific nature of each evaluation activity.

## Bibliography

### BASIC BIBLIOGRAPHY

#### Core group:

- AVANT, D.D.; FINNEMORE, M. and SELL, S.K. (eds.) (2010), *Who Governs the Globe?*, Cambridge: Cambridge University Press
- BALDWIN, R. (2016), *The Great Convergence. Information Technology and The New Globalization*, London: The Belknap Press of Harvard University Press
- BAYLIS, J.; SMITH, S. & OWENS, P. (2017) *The Globalization of World Politics. An Introduction to International Relations (Seventh edition)*, Oxford: Oxford University Press.
- BEST, A.; HANHIMÄKI, J.M.; MAIOLO, J.A. and SCHULZE, K.E. (2015), *International History of the Twentieth Century and Beyond (Third edition)*, London and New York: Routledge.
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- GARCÍA, C. (dir) (2016), *La Tensión Cosmopolita. Avances y Límites en la Institucionalización del Cosmopolitismo*, Madrid: Tecnos.
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- HELD, D. et al. (2005). *Debating Globalization*. Cambridge and Malden: Polity Press.
- HURRELL, A. (2007), *On Global Order. Power, Values, and the Constitution of International Society*, Oxford: Oxford University Press
- LUCE, E. (2017), *The Retreat of Western Liberalism*, New York: Atlantic Monthly Press
- STEGER, M.B. (2013), *Globalization: A Very Short Introduction (Third Edition)*, Oxford: Oxford University Press

- WATSON, A. (2009), *The Evolution of International Society: a Comparative Historical Analysis (Second edition)*, Abingdon: Routledge
- WEISS, T.G. (2013), *Global Governance: Why? What? Whither?*, Cambridge: Polity Press
- YOUNGS, G. (1999), *International Relations in a Global Age: A Conceptual Challenge*, Malden: Polity Press.

#### Learning Unit 1:

- Rachel Carson, "The silent spring" 1962
- James Lovelock, "Gaia, a new look at life Earth" 1979 and "The revenge of Gaia" 2006
- Club of Rome "The limits to growth" 1972
- World Commission on Environment and Development, "Our Common Future" (1987)
- Nicholas Stern, "The Economics of Climate Change" 2006
- Ugo Bardi, "The limits to growth revisited" 2011
- United Nation Conference for Sustainable Development "The future we want" 2012
- Henry Thoreau, "Walden or the life in the woods" 1865
- Carles Bosch de la Trinxeria "Records d'un excursionista" 1887
- Paul Ehrlich "The Population Bomb" 1968

#### Learning Unit 2:

- Fox, J, and Sandler, S. (2004). *Bringing religion into International Relations*. Basingstoke: Palgrave Macmillan.
- Haynes, Jeffrey. (2013). *An introduction to International Relations and Religion*. London: Pearson.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*, New York: Sion & Schuster.
- Nye, Joseph S., *Soft Power*. (2004). *The means to success in world affairs*. Cambridge: Public Affairs.
- Norris P. and Ingleheart, R.. (2004). *Sacred and secular. Religion and Politics*. Cambridge: Cambridge University Press.
- Shah, T. S.; Stepan, A.; Dufty Toft, M., (2012). *Rethinking Religions and World Affairs*. Oxford: Oxford University Press.
- Snyder, Jack (Ed.). (2011). *Religion and International Relations Theory*. New York: Columbia University Press.

## **BIBLIOGRAPHY AND MATTER COMPLEMENTARY**

#### Core group:

- BARNETT, M. and DUVALL, R. (eds.) (2005), *Power in Global Governance*, Cambridge: Cambridge University Press
- BOOTH, K.; DUNNE, T. and COX, M. (eds.) (2001), *How Might We Live? Global Ethics in a New Century*, Cambridge: Cambridge University Press
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- KRASNER, S.D. (1999), *Sovereignty: Organized Hypocrisy*, Princeton: Princeton University Press
- KUPCHAN, Ch. A. (2012), *No One's World. The West, The Rising Rest and The Coming Global Turn*, Oxford: Oxford University Press
- RACHMAN, G. (2017), *Easternization: Asia's Rise and America's Decline From Obama to Trump and Beyond*, Other Press
- ROBERTSON, R. (1990), *Globalization: Social Theory and Global Culture*, London: Sage
- ROSENAU, J. N. (1997), *Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World*, Cambridge: Cambridge University Press.
- ROSENBLATT, H. (2018), *The Lost History of Liberalism: From Ancient Rome to the Twenty-first Century*, Princeton: Princeton University Press.
- SASSEN, S. (2006), *Territory, Authority, Rights: From Medieval to Global Assemblages*, Princeton: Princeton University Press.
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- SODUPE, K. (2002), *La Estructura de Poder del Sistema Internacional: Del Final de la Segunda Guerra Mundial a la Posguerra Fría*, Madrid: Editorial Fundamentos.
- TARABORRELLI, A. (2015), *Contemporary Cosmopolitanism*, London: Bloomsbury