

## 1. BASIC INFORMATION

<b>Course</b>	Geopolitics of today's world-/ Geopolitica del Mundo Actual
<b>Degree program</b>	International Business
<b>School</b>	Social Science and Communications
<b>Year</b>	1 semester
<b>ECTS</b>	6
<b>Credit type</b>	Elective
<b>Language(s)</b>	English
<b>Delivery mode</b>	Classroom attendance.
<b>Semester</b>	Semester
<b>Academic year</b>	2019/2020
<b>Coordinating professor</b>	Cesar Lajud

## 2. PRESENTATION

The main goal of this course is that that students know and understand the recent evolution of the politics in the actual world and the evolution of the different relations between countries and their impact in the national and international context, as well as the importance of foreign policy in this globalized world.

In this course, students will study and analyze the main implications of the foreign policy and there the consequences, both economically and politically in its regional, bilateral and global aspects. . This allows to set up the international political and economic relationships and the different arguments in relation of trade, investment and of the protectionist policies. In addition, it also allows to study the different process of regional and blateral integration.

## 3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

BS1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.

BS3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

BS4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.

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- SS3: Analyze the current role of the international organizations, as well as the scope and the influence of international cooperation agencies.
- SS4: Identify and analyze political and economic aspects of globalization process related to firm internalization, trade and global economy.
- SS6: Assimilate and take into account the socioeconomic characteristics of the different geopolitical, economic and cultural areas in the decision-making process, as well as their particularities.
- SS12: Understand and evaluate the legal framework in the strategic decision-making process in new competitive environments.
- SS27: Use tools and criteria to select the suppliers and partner countries for the firm.

CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.

- CS6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CS12: Critical reasoning: The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- CS13: Problem solving: The ability to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.
- CS17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

Learning outcomes:

- LO1: The student will have the ability to recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- LO2; Contribute to promoting peace policies and proposals for peaceful conflict resolution.
- LO3; Will have the capacity to develop basic studies of political, social, cultural and economic research within the framework of the state.
- LO 4: Will know how to make use of research techniques to identify problems.
- LO5: Can effectively apply different techniques of obtaining, integrating and representing and analyzing information of a political-economic nature.
- The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

Competencies	Learning outcomes
BS2, BS3, 4, BS 5,BS8, CS2,CS3, CS5, SS14, SS15, SS16,SS17	LO1
BS2, BS3, 4, BS 5,BS8, CS2,CS3, CS5, SS14, SS15, SS16,SS17	LO2
	LO3

BS2, BS3, BS4, CS1, CS2, CS4,CS5,SS1, SS14, SS15,SS16,SS17	----- LO4
BS1,BS2, BS3, BS4, CS2, CS3, CS4, CS5, SS1, SS5, SS7, SS8,CS14,SS27,CS28	-----
BS2, BS3, BS4,BS5,CS1, CS2, CS3, CS4, CS5, SS14, SS15, SS16, SS17,	LO5

## 4. CONTENT

To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

Learning outcomes	Learning activity	Content
LO1	Activity 1	UA 1 / Topic 1 – Title: Definitions; Key Terms in Politics. Definitions.
LO2	Activity 2	UA 2 / Topic 2 – Political Parties & political System
LO3	Activity 3	UA 3 / Topic 3 – Title: What’s is Politics.
	Activity 4	
	Activity 5	
LO 4	Activity 6	UA 4 / Topic 4 – Title: Different Political Systems; UK, USA,Germany,Japan,China,France,India, Swiss, Canada, Etc.
	Activity 7	UA 6 Enviromental and source of Geoplitics
LO5	Activity 8	UA7 / Topic,Geopolitics and Suprantaionalism

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

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- Master Classes.
- Academic Tutorials.
- Oral Presentations.
- Autonomous work.

Integrating knowledge test.

Link the theoretical-practical contents of the subject with the present.

## **6. LEARNING ACTIVITIES**

Listed below are the types of learning activities and the number of hours the student will spend on each one:

To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

**Campus-based mode:**

The following table shows how the different types of activities are distributed and how many hours are assigned to each type:

Type of educational activity	Numbers of hours
Masters Clases	25
Academic Tutorials	25
Oral Presentatios	25
Autonomos Work	40
integrating knowledge test	10
Link the theoretical-practical contents of the subject with the present	25
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment Activity	Assessment Criteria.	Weight (%)
Activity 1	Correctly solves the different assumptions that are raised around the understanding of the concepts analyzed in the framework of the Units addressed in this activity.	5%
Activity 2	Correctly solves the different assumptions that are raised around the understanding of the concepts analyzed in the framework of the Units addressed in this activity.	5%
Activity 3	Study the different models of economic growth. Make a study of the most relevant theories through Manuals, monographs and journal articles. Make comments on the different theories of growth. Share all the information with your colleagues as a portfolio Write a final report that includes: introduction / economic framework / doctrine / conclusions / bibliography / annexes	12,5%

Activity 4	<p>Study each of the types of growth theories separately and consistently.</p> <p>Make a study of the most relevant doctrine through Manuals, monographs and journal articles.</p> <p>Make an integral interpretation of the different economic postures object of analysis</p> <p>Share all the information with your colleagues as a portfolio</p> <p>Write a final report that includes: introduction / economic framework / doctrinal revision / comparative analysis / conclusions / bibliography / annexes</p>	12,5%
Activity 5	<p>Study the case or cases facilitated in the activity.</p> <p>Analyze the same from the point of view of economic development</p> <p>Follow the instructions given for the resolution of this type of case, which will facilitate your performance.</p> <p>Write the writing.</p>	12,5%
Activity 6	<p>Study the case or cases facilitated in the activity.</p> <p>Analyze the same from the point of view of the possible economic qualification.</p>	12,5%
Activity 7	<p>Demonstrate understanding and know how to correctly explain the different elements of the subject.</p>	40%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	27 September
Activity 2	15 October
Activity 3	31 October
Activity 4	November 15
Activity 5	November 30
Activity 6	December 16
Activity 7	January 18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

Here is the recommended bibliography:

### Political Risk: How Businesses and Organizations Can Anticipate Global Insecurity

*Condoleezza Rice and Amy B. Zegart, Hachette Books, 2018, 321 pages*

The world is changing fast. Political risk — the probability that a political action could significantly impact a company's business — is affecting more businesses in more ways than ever before. A generation ago, political risk mostly involved a handful of industries dealing with governments in a few frontier markets. Today, political risk stems from a growing array of actors, including Twitter users, local officials, activists, terrorists and hackers. The very institutions and laws that were supposed to reduce business uncertainty and risk are often having the opposite effect. This book provides excellent insight into how, in today's globalized world, there are no "safe" bets.

## Imperial Twilight: The Opium War and the End of China's Last Golden Age

*Stephen Platt, Knopf 2018, 592 pages*

In this book, Platt takes a fresh look at the beginning of modern China's trading relationships with the West in the infamous First Opium War of 1839-42. As recently as the 1990s, the First Opium War was rarely discussed in the West outside academic circles. As China's economy has boomed across the past quarter-century, though, awareness of the conflict's importance has grown. Platt's book focuses not on the war itself but on its background, and particularly on the personalities who turned a trade war into a shooting war. Many of the attitudes in the 1830s — both Chinese and Western — foreshadow those on display in recent years, and at almost every turn, the 19th century actors provide striking lessons in how not to run a trade negotiation.

## The Tragedy of Great Power Politics

By (author) John J. Mearsheimer

The updated edition of this classic treatise on the behavior of great powers takes a penetrating look at the question likely to dominate international relations in the twenty-first century: Can China rise peacefully? In clear, eloquent prose, John Mearsheimer explains why the answer is no: a rising China will seek to dominate Asia, while the United States, determined to remain the world's sole regional hegemon, will go to great lengths to prevent that from happening. The tragedy of great power politics is inescapable.

## Day of Empire: How Hyperpowers Rise to Global Dominance--And Why They Fall

- English

By (author) Amy Chua

In this sweeping history, bestselling author Amy Chua explains how globally dominant empires--or hyperpowers--rise and why they fall. In a series of brilliant chapter-length studies, she examines the most powerful cultures in history--from the ancient empires of Persia and China to the recent global empires of England and the United States--and reveals the reasons behind their success, as well as the roots of their ultimate demise.

Chua's analysis uncovers a fascinating historical pattern: while policies of tolerance and assimilation toward conquered peoples are essential for an empire to succeed, the multicultural society that results introduces new tensions and instabilities, threatening to



pull the empire apart from within. What this means for the United States' uncertain future is the subject of Chua's provocative and surprising conclusion.

## Who Rules the World

- English

By (author) Noam Chomsky

'If I were a voter in Britain, I would vote for [Jeremy Corbyn]' - Noam Chomsky, 2017

Who Rules the World is the essential account of geopolitics right now - including an afterword on President Donald Trump

Noam Chomsky: philosopher, political writer, fearless activist. No one has done more to question the hidden actors who govern our lives, calling the powers that be to account. Here he presents *Who Rules the World?*, his definitive account of those powers, how they work, and why we should be questioning them.

From the dark history of the US and Cuba to China's global rise, from torture memos to sanctions on Iran, this book investigates the defining issues of our times and exposes the hypocrisy at the heart of America's policies and actions. The world's political and financial elite are now operating almost totally unconstrained by the so-called democratic structure. With climate change and nuclear proliferation threatening our very survival, dissenting voices have never been more necessary.

Fiercely outspoken and rigorously argued, *Who Rules the World?* is an indispensable guide to how things really are.

## Prisoners of Geography : Ten Maps That Tell You Everything You Need to Know About Global Politics

English

By (author) Tim Marshall

THE INTERNATIONAL AND SUNDAY TIMES BESTSELLER; All leaders are constrained by geography. Their choices are limited by mountains, rivers, seas and concrete. Yes, to understand world events you need to understand people, ideas and movements...but if you don't know geography, you'll never have the full picture.; To understand Putin's actions, for example, it is essential to consider that, to be a world power, Russia must have a navy. And if its ports freeze for six months each year then it must have access to a warm water port - hence, the annexation of Crimea was the only option for Putin. To understand the Middle East, it is crucial to know that geography is the reason why countries have logically been shaped as they are - and this is why invented countries (e.g. Syria, Iraq, Libya) will not survive as nation states.;

Spread over ten chapters (covering Russia; China; the USA; Latin America; the Middle

East; Africa; India and Pakistan; Europe; Japan and Korea; and Greenland and the Arctic), using maps, essays and occasionally the personal experiences of the widely travelled author, Prisoners of Geography looks at the past, present and future to offer an essential guide to one of the major determining factors in world history.

## How Democracies Die : The International Bestseller: What History Reveals About Our Futur

English

By (author) Steven Levitsky, By (author) Daniel Ziblatt

How does a democracy die?

What can we do to save our own?

What lessons does history teach us?

In the 21st century democracy is threatened like never before. Drawing insightful lessons from across history - from Pinochet's murderous Chilean regime to Erdogan's quiet dismantling in Turkey - Levitsky and Ziblatt explain why democracies fail, how leaders like Trump subvert them today and what each of us can do to protect our democratic rights.

'A useful primer on the importance of norms, institutional restraints and civic participation in maintaining a democracy - and how quickly those things can erode when we're not paying attention' President Barack Obama

'A must-read' Andrew Marr, Sunday Times

'Excellent, scholarly, readable, alarming and level-headed' Nick Cohen, Observer

'The greatest of the many merits of Levitsky and Ziblatt's How Democracies Die is their rejection of western exceptionalism. They tell inspiring stories I had not heard before. Excellent' Nick Cohen, Observer

'Provocative, timely. One of my favourite reads this year' Elif Shafak, author of The Bastard of Istanbul

'Anyone who is concerned about the future of democracy should read this brisk, accessible book. Anyone who is not concerned should definitely read it' Daron Acemoglu, co-author of Why Nations Fail

'A lucid and essential guide to what can happen' Jennifer Szalai, New York Times

'We owe the authors a debt of thanks for bringing their deep understanding to bear on the central political issue of the day' Francis Fukuyama, author of Political Order and Political Decay

'In this brilliant historical synthesis, Levitsky and Ziblatt show how the actions of elected leaders around the world have paved the road to democratic failure, and why the United States is now vulnerable to this same downward spiral. This book should be widely and

urgently read as a clarion call to restore the shared beliefs and practices-beyond our formal constitution - that constitute the essential 'guardrails' for preserving democracy' Larry Diamond, author of The Spirit of Democracy.

# The Border : The Legacy of a Century of Anglo-Irish Politics English

By (author) Diarmaid Ferriter

'Anyone who wishes to understand why Brexit is so intractable should read this book. I can think of several MPs who ought to.' the Times

'Ferriter's judicious book shows that Brexiters' recklessness, such "contemptuous arrogance", is nothing new, and that it has always been the ordinary people of Northern Ireland who have paid its price. They deserve better' Guardian

For the past two decades, you could cross the border between Northern Ireland and the Republic half a dozen times without noticing or, indeed, turning off the road you were travelling. It cuts through fields, winds back-and-forth across roads, and wends from Carlingford Lough to Lough Foyle. It is frictionless - a feat sealed by the Good Friday Agreement. Before that, watchtowers loomed over border communities, military checkpoints dotted the roads, and smugglers slipped between jurisdictions. This is a past that most are happy to have left behind but might it also be the future?

The border has been a topic of dispute for over a century, first in Dublin, Belfast and Westminster and, post Brexit referendum, in Brussels. Yet, despite the passions of Nationalists and Unionists in the North, neither found deep wells of support in the countries they identified with politically. British political leaders were often ignorant of the conflict's complexities, rarely visited the border, and privately disliked their erstwhile unionist allies. Southern leaders' anti-partition statements masked relative indifference and unofficial cooperation with British security services.

From the 1920 Government of Ireland Act that created the border, the Treaty and its aftermath, through the Civil Rights Movement, Thatcher, the Troubles and the Good Friday Agreement up to the Brexit negotiations, Ferriter reveals the political, economic, social and cultural consequences of the border in Ireland. With the fate of the border uncertain, The Border is a timely intervention by a renowned historian into one of the most contentious and misunderstood political issues of our time.

## 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.