1. BASIC INFORMATION

Course	History and Theory of International Relations
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	PhD. Esma Kucukalic

2. PRESENTATION

This course introduces students to international relations (IR), focusing primarily on the international actors and systems at the heart of the discipline. In doing so, it considers several topics of interest. These include the evolution of IR during the 20th century; the impact of critical historical events on the development of the discipline, including the Peace of Westphalia, European imperialism and the First World War; changes in the international system since the end of the Cold War; the history of globalization and its influence on the evolution of the discipline; significant theories and concepts; the meaning of anarchy and systems in IR; understanding the world; some of the similarities and differences between the main approaches to IR, particularly liberalism, realism, and Marxism; as well as alternative theories of world politics put forward by some of the more recent theoretical schools of IR.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their field of study.
- CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4. That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

- CB5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1. Autonomous Learning: Skill to choose the strategies, the tools, and the moments that the student considers more effective to learn and to put into practice of an independent way what he has learned.
- CC2. Selfconfidence: Aptitude to value our own results, performance and capacities with the internal conviction of which we are capable of doing the things and the challenges that appear us.
- CC17. Teamwork: Ability to integrate and collaborate actively with other people, areas and / or organizations to achieve common objectives.

Specific competencies:

- SC01. Knowing and understanding the historical evolution of international society.
- SC08. Recognize and explain the general theories of international relations.
- SC09. Recognize the global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions that constitute International Relations.
- SC14. Conduct research and studies on the international scope and the areas that comprise it: economic, social, political, and cultural.
- SC25. Identify and to be related with the different international actors.
- SC26. Report, evaluate and assess current international events and situations.

Learning outcomes:

- LO1. Recognize and explain the general theories of International Relations.
- LO2. Be able to know and understand the historical evolution of international society.
- LO3. Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
- LO4. Will be able to develop a critical attitude in the analysis of the past and the present.
- LO5. The student will recognize global, universal, cosmopolitan perspectives in studying the actors, institutions, structures and transactions that constitute International Relations.

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

Competencies	Learning outcomes
CB1, CB4, CC2, CC17, SC08	LO1: Recognize and explain the general theories of International Relations.
CB1, CB3, CB5, CC1, SC01	LO2: Be able to know and understand the historical evolution of international society.
CB2, CB3, CB4, CB5, CC1, CC17, SC14, SC25, SC26	LO3: Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
CB3, CB4, CB5, CC2, CC17, SC26	LO4: Will be able to develop a critical attitude in the analysis of the past and the present.
CB1, CB3, CC17, SC09, SC25	LO5: The student will recognize global, universal, cosmopolitan perspectives in studying the actors, institutions, structures and transactions that constitute International Relations.

4. CONTENT

Study of the historical processes that have shaped the evolution of international society and analysis of the main facts and the general historical framework of the second half of the twentieth century. Most relevant models, doctrines and authors in the theoretical construction of international society and its functioning. Determination and configuration of scientific and internationalist schools of thought in the global era.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Cooperative learning
- Problem-based learning
- Simulation environments
- Case Method-Data driving

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Debates and colloquiums	8
Oral presentations	2
Tutorials	18
Independent work	50
Master class	18
Asynchronous lectures	5
Case analysis	15
Problem solving	15
Reports and written papers	12
Face-to-face knowledge tests	2
TOTAL	150

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Knowledge Test	30
Individual assignments	40
Oral presentation	15
Portfolio	15

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 5.0 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 5.0 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
Knowledge test	January
Transversal activity	Week 3
Data driven activity	Week 5
Essay	Week 7

Classroom activities (debates, case studies, simulations...)	Every 2 weeks we will be doing these exercises in class.
Oral presentation	Week 13

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

The main reference work for this subject is:

- Kaufman, J. P. (2022). Introduction to International Relations: Theory and Practice. Estados Unidos: Rowman & Littlefield Publishers.
- Daddow, O. J. (2017). International relations theory. London: SAGE
- Ringmar, E. (2019). *History of international relations: A non-European perspective*. Open Book Publishers. https://doi.org/10.11647/OBP.0074

The recommended Bibliography is:

- Chatfield, T. (2018) Critical Thinking Your Guide to Effective Argument, Successful Analysis and Independent Study. London: Sage Publications
- Griffiths, M., O'Callaghan, T and Roach, S. (2007) International relations: the key concepts. Abingdon: Routledge.
- Møller, R. J and Georg, J. (2018) Introduction to International Relations. Oxford: Oxford University Press.
- Stephen McGlinchey, Rosie Walters, Christian Scheinpflug (2017) International Relations Theory. E-International Relations Publishing
- Howard Leroy Malchow (2020) History and International Relations. Bloomsbury Academic
- Richard Devetak, Jacqui True Theories of International Relations (2022) Boomsburry Academic

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.