

## 1. BASIC INFORMATION

Course	Concept of International Relations: actors and factors
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	Prof. Dr. Thomas Kruiper

## 2. PRESENTATION

This course is designed to present students with a deeper understanding of the main concepts, actors, and issues in International Relations. Traditionally, the study of International Relations was about conflict and collaboration between states, studying their characteristics and their governments. While the state is still central in international politics, modern IR also looks at individuals, societal groups, NGOs, multinational companies, international organizations, terrorists, and technology as major players. To understand Europe, we need to study France, but also Vladimir Putin, Syrian Migrants, the European Union, Google, Oxfam, ISIS, and Artificial Intelligence.

This course is divided into two blocks that help conceptualize the different perspectives on international relations and the theories used to explain them. In block 1 (Actors: Who Rules the World?) We look at actors (People States, International Institutions, Corporations, Civil Society). Each week focuses on a different type of actor and is connected to a different theory of International Relations, including Realism, Liberalism, Constructivism, and Marxism. In block 2 (Factors: What do we Care About?) we discuss some of today's most critical issues in current affairs, including Covid-19, climate change, nationalism, terrorism, the rise of China, and development cooperation. Together, these blocks help students gain a deeper understanding of the world's major contemporary issues and the actors in charge in each of them.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB1. Students possess and demonstrate their knowledge in an area that departs from a level of secondary education and is based on advanced textbooks, and also includes aspects that imply knowledge of their field of study.

- CB2. Students know how to apply knowledge from their field of study, work, or vocation in a professional manner and possess competencies that are demonstrated by elaborating and constructing arguments relevant to the main concepts of the course. Students show problem-solving skills.
- CB3. Students have the capacity to combine and interpret relevant data and content within the course and can analyze, judge, and reflect upon issues and case studies related to the course topic.
- CB4. Students can transmit information, ideas, problems, and solutions to an audience, whether specialized or not.
- CB5. Students develop learning abilities necessary to understand future studies with a great deal of autonomy.

#### **Cross-curricular competencies:**

- CC1. Autonomous Learning: Ability to choose the strategies, tools and moments that he/she considers most effective to learn and independently put into practice what he/she has learned.
- CC17. Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals.
- CC2. Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we can do the things and challenges that are posed to us.

#### **Specific competencies:**

- 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. Carry out research and studies on the international sphere and the areas that comprise it: economic, social, political and cultural.
- SC25. Identify and relate to different international actors.
- SC26. Inform, evaluate and assess facts and situations of current international affairs.

#### **Learning outcomes:**

- LO1. Carry out research and studies on the international sphere and the areas that comprise it: economic, social, political and cultural.
- LO2. They will be able to develop a critical attitude in the analysis of the past and the present.
- LO3. Recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions that constitute International Relations.

The following table shows the relation between the skills students will acquire and the learning outcomes of the course:

Competencies	Learning outcomes
CB2, CB3, CB4, CC1, CC2, CC17, SC14, SC26	LO1: Carry out research and studies on the international sphere and the areas that comprise it: economic, social, political and cultural.
CB3, CB4, CB5, CC1, CC2, SC08, SC26	LO2: They will be able to develop a critical attitude in the analysis of the past and the present.
CB1, CB3, CC2, CC17, SC09, SC25	LO3: Recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures, and transactions that constitute International Relations.

## 4. CONTENT

Explanation of the basic concepts that define the field of knowledge: power, the international society. Analysis of the actors and factors that drive and influence international dynamics according to the classical internationalist interpretation.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case Studies

## 6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Debates	8
Oral Presentations	2
Tutoring	18
Autonomous work	50
Master Class	18
Non-Synchronous Classes	10
Case Studies	15
Problem Solving	15
Written assignments	12
Assessments	2
<b>TOTAL</b>	<b>150</b>

## 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 Assessment	30%
Oral expositions	20%
Portfolio	20%
Individual assignments	30%

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 evaluation 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 evaluation 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
Oral Expositions	Week 7 – Friday 23:59

<b>Individual Assignment</b>	Week 13 – Friday 23:59
<b>Final Assessment</b>	10 – 25 January – Exact date and time TBD
<b>Portfolio</b>	Weekly forum activities

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:

- Baylis, Smith & Owen. 2019. "The Globalization of World Politics". Oxford University Press. ISBN-13: 978-0198825548

The recommended Bibliography is:

- Baylis, Smith & Owen. 2019. "The Globalization of World Politics". Oxford University Press. ISBN-13: 978-0198825548
- Collins, Alan. 2018. "Contemporary Security Studies". Oxford, Oxford University Press. ISBN-13: 9780198804109
- Mazzucato, Mariana: "The Entrepreneurial State".

All course readings and other materials will be provided in PDF or video-format on Canvas.

## 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](mailto: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.