

1. BASIC INFORMATION

Course	Human, Economic and Political Geography
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	Rafael Trenas Luque

2. PRESENTATION

When we think of International Relations, we often think of the United Nations, foreign wars and world trade summits. While the geography of International Relations is certainly made up of these and other elements, each has a historical background and a theoretical framework.

To understand the field of International Relations in its contemporary context, it is necessary to understand how we got here. The central concern of the course is the analysis of the relationship between society, place and space. This focuses on human, political and economic processes and patterns and how these change in space and time.

The course generates a critical geographical perspective on the development of the world's past, present and future. This is of crucial importance for the generation of a broad and informed understanding of the world for International Relations.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. Students must demonstrate to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of her/his field of study.
- CB2. Students must 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 elaboration and defense of arguments and the resolution of problems within their area of study.

- CB3. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific, or ethical nature.
- CB4. Students must transmit information, ideas, problems, and solutions to a specialized and non-specialized public.
- CB5. Students must develop 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. Autoconfidence: 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. To know and understand the historical evolution of international society.
- 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. Be able to know and understand the historical evolution of international society.
- LO2. Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
- LO3. Will be able to develop a critical attitude in the analysis of the past and the present.
- LO4. To recognize global, universal, cosmopolitan perspectives in the study of 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, CB2, CB3, CB4, CB5, CC1, CC2, CC17, SC01	LO1: Be able to know and understand the historical evolution of international society.
CB1, CB2, CB3, CB4, CB5, CC1, CC2, CC17, SC14	LO2: Conduct research and studies on the international sphere and the areas that integrate it: economic, social, political and cultural.
CB1, CB2, CB3, CB4, CB5, CC1, CC2, CC17, SC26	LO3: Will be able to develop a critical attitude in the analysis of the past and the present.
CB1, CB2, CB3, CB4, CB5, CC1, CC2, CC17, SC09, SC25	LO4: To recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.

4. CONTENT

Theoretical perspective and practical study of the geographic and demographic environment that determines and conditions international relations and the political distribution of territories.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-based learning
- Simulation environments
- Case Method

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	40
Individual assignments	30
Oral presentation	20
Portfolio	10

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
Activity block 1: population pyramids analysis and global demographic trends	Week 4

Activity block 2: geopolitical analysis of conflicts and the role of geography	Week 10
Activity block 3: exploring the global value chain of a manufactured product	Week 13
Portfolio: questionnaires	December 19, 2025

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:

- Bagchi-Sen, S., & Lawton-Smith, H. (Eds.). (2025). *Economic geography*. Routledge.

The recommended Bibliography is:

- Vertova, G. (Ed.). (2025). *The changing economic geography of globalization*. Routledge. <https://library.oapen.org/handle/20.500.12657/102265>
<https://doi.org/10.4324/9780203000403>
- Kaplan, R. D. (2012). *The revenge of geography: What the map tells us about coming conflicts and the battle against fate*. Random House.
- Väättänen, V. (2020). Political geographies of the 'changing' Arctic: Perspectives on the interface between politics and the region as a process. *Nordia Geographical Publications*, 49(2), 1–119.
- EssaMaroofzai, M., & Ahmadi, N. A. (2022). A new approach to redefining political geography. *Farabi Journal of Social Sciences*, 8(1), 8–13. <https://doi.org/10.26577/FJSS.2022.v8.i1.02>
- Fluri, J. L. (2023). Political geography III: International migration and geopolitics. *Progress in Human Geography*, 47(2), 365–373. <https://doi.org/10.1177/03091325221150016>
- Gratale, J. M. (2012). Geographies of cultural globalisation and cosmopolitanisms of the future. En R. Parkin-Gounelas (Ed.), *The psychology and politics of the collective: Groups, crowds and mass identifications* (pp. 136–151). Routledge.
- Syphard, A. D., et al. (2024). The importance of geography in forecasting future fire patterns under climate change. *Proceedings of the National Academy of Sciences of the United States of America*, 121(32), e2310076121. <https://doi.org/10.1073/pnas.2310076121>
- Waldock, C., et al. (2024). Deconstructing the geography of human impacts on species' natural distribution. *Nature Communications*, 15, 8852. <https://doi.org/10.1038/s41467-024-52993-0>

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.