

1. BASIC INFORMATION

Course	Theory of the State and Comparative Political Systems
Degree program	Global Bachelor's Degree In International Relations
School	School of Social Sciences
Year	Second Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	Enrique Manglano y Castellary

2. PRESENTATION

Through the study of State Theory and Comparative Political Systems we will enter into numerous relevant political issues from a legal and constitutional perspective:

- What do we mean by Nation, State, Citizenship and Nationality?
- what are the main characteristics of democracies and non-democratic systems?
- how are political regimes classified?
- the balance of powers between the executive and the legislative body applied to different States;
- What are the options for democratic stability and governance in emerging countries or systems? Etc.

International Relations studies relations at international level, and States are the main and primary player. But there is no doubt that other actors are emerging today and other areas of relations emerge that join forces that call into question the role of modern States.

The course addresses these issues and many other aspects, which will enrich knowledge about our own nation, the nations of our environment, and other states and their political regimes too. The study's orientation focuses on problems/reflections and actions. It is also intended that the student should participate, first to improve his or her ability to analyze current international realities and to synthesize and expose them for the benefit of the international culture of his peers. In this way, student participation is essential for the achievement of certain practical skills, such as analytical skills. Critical and autonomous thinking will be stimulated through discussions and case studies. Different types of political systems will also be addressed, which will help to better understand the scenario in which international relations develop and the underlying political factors that greatly condition relations between States.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. That students have demonstrated possessing and understanding knowledge in an area of study that is based on general secondary education, and is often found at a level that, while relying on

advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

- CB2. That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are often demonstrated through the elaboration and defense of arguments and the resolution of problems within their area 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 reflection on relevant topics of a social, scientific or ethical nature.
- CB4. That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- CB5. That students have developed the learning skills needed to undertake subsequent studies with a high degree of autonomy.

Cross-curricular competencies:

- CC9. Skills in interpersonal relationships: Ability to positively relate to others by verbal and nonverbal means through assertive communication, understanding by it the ability to express or transmit what you want, what you think or feel uncomfortable, assault or hurt the other person's feelings.
- CC10. Initiative and entrepreneurial spirit: Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference to assume and carry out activities.
- CC11. Time planning and management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.
- CC16. Decision making: Ability to make a choice between existing alternatives or ways to effectively solve different situations or problems.

Specific competencies:

- SC5. Know and understand the political aspects of globalization linked to political internationalization and international relations.
- SC10. Knowing and understanding the basics of international law
- SC19. Interpreting and analyzing legal text.
- SC23. Contribute to promoting peace policies and proposals for peaceful conflict solutions

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 solutions.
- LO3: You will have the ability to develop basic studies of political, social, cultural and economic research within the framework of the state
- LO4: You will have the ability to know and understand the basics of international law.

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

Competencies	Learning outcomes
CB1, CB3, CB4, CC9, CC10, SC5	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.

CB2, CB3, CB4, CC10, CC16, SC5	LO2: Contribute to promoting peace policies and proposals for peaceful conflict solutions.
CB2, CB3, CB4, CB5, CC10, CC11, SC5	LO3: You will have the ability to develop basic studies of political, social, cultural and economic research within the framework of the state.
CB1, CB3, CB5, CC16, SC10, SC19	LO4: You will have the ability to know and understand the basics of international law.

4. CONTENT

Study of the structures and institutions of the state and the different legal and political systems that coexist in international society. Analysis of the processes of construction and formation of modern and contemporary states. Typology of states.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- 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:

Learning activity	Number of hours
Debates and colloquiums	9
Tutorials	18
Oral presentations	9
Autonomous Work	50
Master Class	18
Asynchronous master classes	10
Case Analysis	8
Problem Solving	18
Reports and Written Assignments	8
In-Person Knowledge test	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 Tests	30%
Oral Presentations	20%
Portfolio	20%
Supervised 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 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).

The papers will be passed through the originality test. Any percentage of plagiarism higher than 40% will result in failure of the paper. The use of AI will also be considered; any demonstrated use will be taken into account in the final grade. In this sense, personal analysis will be valued in the papers and it will be verified in the presentation that the conclusions and analysis is personal. This originality and personalization of the analysis will be highly valued.

The education system of the European University is face-to-face. Any absence or attendance on line will be considered, so that it will be rewarded in the final grade to have attended more than 80% of the sessions in person. It is mandatory, in order to be able to take the first exam period, to have attended 50% of the classes in person. Attendance is not considered as attendance if the student follows the online class even with a written justification of the reason.

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
Unit 1	Week 1
Unit 2	Week 2
Unit 3	Weeks 3 and 4
Unit 4	Weeks 5 and 6
Reading the book. The activity will be shared in the classroom	Week 6
Unit 5	Weeks 6 and 7
Unit 6	Weeks 7 and 8
Delivery of individual work.	Week 8
Presentation of individual Works and comments	Weeks 9 to 15
Seminar 1	Week 10
Seminar 2 and 3	Week 12
Practical exercise work in teams. Delivery	Week 13
Presentation of group works.	weeks 16 and 17
Final test	Week 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

The main reference work for this subject is:

Martínez Sospedra M. And Uribe Otalora A.; Teoría del Estado y de las formas políticas: Sistemas políticos comparados. Ed. Technos. 2018

The recommended Bibliography is:

- Thomas Moore; Utophy
- Unit 1 y 2. Zafra Valverde J. Elementos de Teoría Política, Pamplona 1993
- De Blas, A y Rubio, M.J; Teoría del Estado I. El Estado y sus Instituciones, UNED, Madrid, 2013

Different bibliographic databases and state and international organizations will also be used as resources for the completion of the subject

10. EDUCATIONAL GUIDANCE, 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.

From this unit we offer to our students:

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.