

1. BASIC INFORMATION

Course	Global geopolitics
Degree program	Global Bachelor's Degree In International Relations
School	School of Social Sciences
Year	Fourth Year
ECTS	6 ECTS
Credit type	Elective
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	Enrique Manglano y Castel.lary

2. PRESENTATION

Geopolitics is the science that studies the effects of geography (physical, human and economic) on political decisions. Both those affecting the internal structure of states and their international relations. It is, therefore, a method of analysis and study to let us understand and predict political behaviours through geographical issues.

The objective of any state is to defend the interests of its citizens and its existence as a state and, to this end, it has to achieve and maintain an adequate level of power, i.e., to influence the behavior of others. Although military power is the most commonly known, it is not the only one that states rely on. There is also 'soft power', made up of all those other geopolitical assets that states can use as instruments of influence: culture, religion, ethnic groups, territory, water resources, business, language, demographics, waste, food, raw materials, scientific knowledge, ideology, currency, energy sources, forest resources, strategic enclaves, terrorism, trade, minerals or access to seas and rivers.

This course aims to explain geopolitics, its schools of thought and the main geopolitical processes that have occurred in recent centuries.

Thus, after studying some general issues, we will analyse the main geographical factors, whether physical, human or economic, which determine strategies and political decisions. Finally, we will look at the most relevant geopolitical processes that have taken place in Europe, America, Africa, Asia and Oceania, with special emphasis on the conflicts that are still ongoing, in relation to its origin and geopolitical explanation.

We will finish by learning a method scheme of geopolitical analysis of state and regional entities, so that we can systematize geopolitical analyses.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 - Students possess and demonstrate knowledge in a field of study that starts from the base of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, includes some aspects involving knowledge coming from the vanguard of such field of study.
- CB2 - Students know how to apply their knowledge to their work in a professional way and possess competencies that are demonstrated through the elaboration and defense of arguments and the resolution of problems within the field of study.
- CB3 - Students have the capacity to gather and interpret relevant data (within the field of study) to make judgments regarding social, scientific or ethical issues.
- CB4 - Students can transmit information, ideas, problems and solutions to an audience, whether specialized or not.
- CB5 - Students develop learning skills which are necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC2 - Self-confidence: ability to assess our own results, performance and capabilities with the inner conviction that we are capable of doing things and meeting the challenges we face.
- CC3 - Adapt to new situations: to be able to assess and understand different positions, adapting one's approach as the situation requires.
- CC7 - Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at his/her full development and that entails a commitment to certain social values.
- CC9 - Interpersonal relationships: Ability to interact positively with other people by verbal and non-verbal means, through assertive communication, understood as the ability to express or convey what you want, what you think or feel without upsetting, attacking or hurting the feelings of the other person.
- CC12 - Critical reasoning: ability to analyze an idea, phenomenon or situation from different perspectives and to assume one's own personal approach to it, based on rigor and argued objectivity, and not on intuition.

Specific competencies:

- SC09 - Recognize global, universal, cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- SC23 - Contribute to promoting peace policies and proposals for peaceful conflict resolution.
- SC25 - Identify and interact with different international actors.

Learning outcomes:

- LO1: The Student will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: They will be able to identify and analyze the different geopolitical, geoeconomic, and sociocultural areas, as well as their specificities.
- LO3: Inform and discuss the issues that cause international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.
- LO4: They will be able to communicate effectively in two languages, both generally and specifically in the analysis and comparison of sources and texts from the corresponding areas.

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, CC3, CC9, CC12, SC09, SC25	LO1: The Student will be able to establish analogies and differences between the different actors present in the international arena.
CB1, CB3, CB5, CC2, CC3, CC12, SC09, SC25	LO2: They will be able to identify and analyze the different geopolitical, geoeconomic, and sociocultural areas, as well as their specificities.
CB2, CB3, CB4, CC7, CC9, CC12, SC23, SC25	LO3: Inform and discuss the issues that cause international instability: conflicts, inequalities, exclusion, the environment, pressure groups, and public opinion, among others.
CB4, CB5, CC2, CC3, CC9	LO4: They will be able to communicate effectively in two languages, both generally and specifically in the analysis and comparison of sources and texts from the corresponding areas.

4. CONTENT

General overview of the geopolitical structure of states and areas of influence, as well as economic, political, and cultural relations. Flows and exchanges between states, peoples, and cultures.

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:

Campus-based mode:

Learning activity	Number of hours
Debates and Colloquiums	8
Tutorials	5
Autonomous Work	18
Lecture	50
Asynchronous Lectures	23
Case Analysis	7

Problem Solving	17
Reports and Written Assignments	10
In-Person Knowledge Assessments	10
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 essay and presentation	30%
Group essay and presentation	25%
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
Group written essay	Weeks 3-4
Individual work	Weeks 7-8
Oral presentation	Weeks 9-10
Knowledge test	Weeks 11-14

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:

- Vicens Vives J. "Tratado General de Geopolítica. El factor geográfico y el proceso histórico". Editorial Vicens -vives. 1981.
- Bernard Cohen S. "Geography and Politics in a World divided.". Ediciones Ejército. 1980
- Muir R. " Modern Political Geography". Ediciones Ejército. 1981.
- Jean C. "Geopolítica". Editori Laterza 1995.
- Claval P. "Gèopolitique et géostratégie. La pensée politique, l'espace et le territoire au XX^e siècle"
- Claval P. "Geopolítica e Geoestrategia. Pensiero político, Spazio. Territorio." Editori Zanichelli 1996

The recommended Bibliography is:

- Martin Roda E. Coord. "Geopolítica. Claves para entender un mundo cambiante" Editorial Universitaria Ramón Areces. 2017.
- Baños Bajo P. "El dominio mundial. Elementos de poder y claves geopolíticas" Ariel. 2018.
- Fraguas de Pablo R. "Manual de geopolítica crítica" Tirant Humanidades. 2016.

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.