

1. BASIC DETAILS

Subject	History and Theory of International Relations
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	First
ECTS	6 ECTS
Type	Basic
Language(s)	English
Modality	Campus-based
Semester	S1
Academic year	2025/2026
Coordinating professor	Javier González del Castillo

2. PRESENTATION

In this subject, students will acquire a basic education in the main historical events of the second half of the twentieth century, from the perspective of the history of international relations. Likewise, they will explore the main classical interpretative theories regarding this field of knowledge, as well as the most relevant scientific and intellectual contributions to the subject in the transition from the twentieth to the twenty-first century.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC3: 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 social, scientific or ethical issues. of a social, scientific or ethical nature.
- BC4: That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

Cross-cutting competencies:

- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has been learned.
- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.

- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.

Specific competencies:

- SC2: Knowledge of the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC11: Understanding of the functioning of mainly international legal institutions.

Learning outcomes:

- LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC3, CC1, CC5, SC2	LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
BC3, CC1, CC5, CC6, SC11	LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
BC3, BC4, CC3, CC6, SC11	LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
BC4, CC6, SC2, SC11	LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas.

4. CONTENTS

- 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 20th century:
 - The Cold War and new theoretical approaches
 - The end of the Cold War and globalization
 - Integration and dispersion
- Models, doctrines and authors most relevant in the theoretical construction of international society and its functioning.
- Determination and configuration of scientific schools and internationalist thinking in the global era.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Problem-based learning (PBL)
- Project-based learning
- Master classes

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	26
Asynchronous master classes	12
Independent work	50
Knowledge integration test	5
Educational assessment	32
Collaborative assignments carried out in the classroom	25
TOTAL	150

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Evaluation of the participation in face-to-face classes, seminars, or work presentations that are called for. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	50%
Assessment of activities and individual work	20%
Assessment of group work	20%
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to solve, to give an answer to the same, reflecting in a practical way, the theoretical and practical knowledge of the subject). theoretical and practical knowledge of the subject).	10%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

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 sitting

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 section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Exam part 1	November
Exam part 2	January
Assignment 1. Essay	November
Assignment 2. Group	November, December
Assignment 3. Classroom Attitude	January

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Arenal, Celestino del y Sanahuja, José Antonio (coords.) (2015), *Teorías de las Relaciones Internacionales*, Madrid: Tecnos.
- Dunne, Tim, Kurki, Milja and Smith, Steve (2012), *International Relations Theories: Discipline and Diversity*, 3rd ed., Oxford: Oxford University Press.
- Pereira Castañares, Juan Carlos (ed. 2009), *Historia de las Relaciones Internacionales Contemporáneas*, Madrid: Ariel.
- Renouvin, Pierre (ed. 1998), *Historia de las Relaciones Internacionales (siglos XIX y XX)*, Madrid: Akal.
- Renouvin, Pierre & Duroselle, Jean-Batiste (ed. 2000), *Introducción a la Historia de las Relaciones Internacionales*, México: Fondo de Cultura Económica.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.