

## 1. BASIC DETAILS

<b>Subject</b>	The Concept of International Relations. Actors and Factors
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Economics, Business, and Communication Sciences
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	English
<b>Modality</b>	Campus-based
<b>Semester</b>	S1
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD José Carlos Aránguez Aránguez

## 2. PRESENTATION

This subject gives students an introduction to international politics as an object of study in the scientific discipline of international relations. The role of each of the main categories of international actors in a globalized world will be studied: States, intergovernmental international organizations, regional organizations and non-state actors; as well as the factors that influence the behavior of each of them.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.

### Cross-cutting competencies:

- CC2: Self-confidence. Ability to assess personal results, performance and abilities with the internal conviction that they are able to perform the tasks and take on the challenges presented.

- CC7: Awareness of ethical values. Ability to think and act according to universal principles based on valuing people in a way that aims at the development of their full potential and which involves a commitment to certain social values.
- CC18: Use of information and communication technologies (ITC). Ability to effectively use information and communication technologies as a tool for the search, processing and storage of information, as well as for the development of communication skills.

#### **Specific competencies:**

- SC1: Knowledge and understanding of the historical evolution of international society.
- SC2: Knowledge of the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC4: Knowledge and understanding of the role of international organizations today – their functions, objectives and internal organization.
- SC8: Ability to recognize and explain general theories of international relations.

#### **Learning outcomes:**

- LO1: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute International Relations.
- LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3: Students will develop basic studies of political, social, cultural and economic research within the framework of the state.
- LO4: Students will know and understand the basic concepts of international law.

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

Competencies	Learning outcomes
CC18, SC1, SC4, SC8 CC2, CC7, SC4, SC8	LO1: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.
	LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC1, BC2 BC3, SC1 SC2, SC4	LO3: Students will develop basic studies of political, social, cultural and economic research within the framework of the state.
	LO4: Students will recognize and understand the basic concepts of international law.

## 4. CONTENTS

The subject is organized into seven learning units, which, in turn, are divided into themes.

- Introduction. The basic concepts and foundations that define the area of knowledge of international relations: power, international society.
- Analysis of the actors and factors that play a role in and condition international dynamics.
- International society.
- The state as an international actor.
- International intergovernmental organizations.
- Other international actors (NGOs, transnational corporations, national liberation movements).
- Study of dynamics in international relations.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Cooperative learning
- Problem-based learning
- Field experience

## 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	30
Academic tutorials	10
Search for resources and selection of information sources	25
Independent work	43
Knowledge integration test	5
Written reports and documents	25

Asynchronous master classes	12
<b>TOTAL</b>	<b>150</b>

## 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 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 be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%
Oral presentations	20%
Case study	30%

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

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the knowledge tests (exams), in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the knowledge tests (exam) for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, and/or submit a final individual task agreed with your professor.

## 8. SCHEDULE

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

Assessed assignments	Date
Assignment 1	Week 3
Assignment 2	Week 5
Assignment 3. First partial exam	Week 8
Assignment 4	Week 12
Assignment 5	Week 15
Assignment 8. Second partial exam	Week 16

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:

- Attina, F. (2003). *El sistema político global. Introducción a las Relaciones Internacionales*. Paidós.
- Barbé, E. (2020). *Relaciones Internacionales*. Tecnos. (4ª edición) [1ª ed. 1995]
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- Calduch, R. (1991). *Relaciones Internacionales*. Ed. Ciencias Sociales.
- Dastis, A. (dir.) (2005). *Diccionario LID. Diplomacia y Relaciones Internacionales*. LID.
- Del Arenal, C. (2016). *Introducción a las Relaciones Internacionales*. Tecnos (1ª ed. 1984).
- Del Arenal, C. y Sanahuja, J. A. (coords.) (2022). *Teorías de las Relaciones Internacionales*. Tecnos. [1ª Ed. 2015]
- Duroselle, J. B. (1998). *Todo imperio perecerá. Teoría sobre las relaciones internacionales*. FCE.
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- Holsti, K. J. (1995). *International Politics: a framework for analysis*. Prentice Hall. [1ª ed. 1974].
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- Morgenthau, H. J. (1986). *Política entre las naciones. La lucha por el poder y la paz*. Grupo Editor Latinoamericano (GEL). [1ª ed. 1948].
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- Rittberger, V. et al. (2012). *International Organization*. Palgrave Macmillan. (2ª edition)
- Truyol y Serra, A. (1994). *La sociedad internacional. El fin de la era de Yalta y la revolución del Este europeo*. Alianza Editorial. [1ª ed. 1974].

## 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](mailto: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.