

## 1. BASIC DETAILS

<b>Subject</b>	Theory of the State and Political Systems
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Economics, Business, and Communication Sciences
<b>Year</b>	Second
<b>ECTS</b>	6
<b>Type</b>	Mandatory
<b>Language(s)</b>	English
<b>Modality</b>	Campus-based
<b>Semester</b>	S3
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	David Temprano de Miguel

## 2. PRESENTATION

The subject “Theory of the State and Political Systems” is a mandatory subject within the curriculum of the degree in International Relations at the Universidad Europea. It can be considered an interdisciplinary subject, since it is also the subject of study of both specialists in political science and in the field of constitutional studies.

This subject forms part of one of the traditional guiding axes in the educational process of the future graduate in international relations. Students will acquire solid training in the different theories regarding what we understand by state and its shaping elements, covering a historical journey from the pre-state political forms to the consolidation of the modern state, as well as the possible political systems that can be developed within it and the evolution that is observed between them.

Likewise, the subject aims to give students an overview of the evolutionary processes of the state and how current phenomena such as globalization or the proliferation of non-state actors affect the configuration and performance of states in international relations, in order to provide students with theoretical knowledge as well as favoring the understanding of the current empirical reality.

It will also address the different types of forms of state and political representation, with a view to achieving a greater understanding of the context in which international relations develop and of the underlying political factors that largely condition relations between states.

### 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:**

- 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.
- 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.
- CC11: Planning and time management. Ability to set goals and choose the means to achieve those goals using time and resources in an effective manner.

#### **Specific competencies:**

- SC8: Ability to recognize and explain general theories of international relations.
- SC11: Understanding of the functioning of mainly international legal institutions.
- SC19: Ability to interpret and analyze legal texts.

#### **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 have the capacity to develop basic studies of political, social, cultural and economic research within the framework of the state.
- LO4: Students will develop the capacity to 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
BC1, CC1, 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.
BC2, CC2, CC7, SC11	LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC1, BC3, CC1, CC11, SC19	LO3: Students will have the capacity to develop basic studies of political, social, cultural and economic research within the framework of the state.
BC1, BC3, CC1, SC19	LO4: Students will develop the capacity to know and understand the basic concepts of International Law.

## 4. CONTENTS

- Concept of the modern state and elements of the state.
- Study of the structures and institutions of the state and of the different juridical-political systems that coexist in international society.
- Analysis of the processes of construction and formation of modern and contemporary states.
- Type of states. Forms of government. Political systems.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case-based methodology
- Cooperative learning
- Problem-based learning
- Master classes
- Simulation environments

## 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
Asynchronous master classes	12
Academic tutorials	10

Debates and discussions	25
Independent work	43
Knowledge integration test	5
Written reports and documents	25
<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
Individual assignments	30%
Group assignments	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). practical knowledge of the subject).	50%

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 final exam, 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 final exam, in order

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, as well as any that were not submitted.

## 8. SCHEDULE

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

Assessed assignments	Date
Assignment 1. Individual/group exercise	Weeks 1-9
Assignment 2. Individual/group exercise	Weeks 1-9
Assignment 3. Exam part 1	Week 10
Assignment 4. Individual/group exercise	Weeks 10-18
Assignment 5. Individual/group exercise	Weeks 10-18
Assignment 6. Final exam	Weeks 19-20
Assignment 7. Final project	Weeks 19-20

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:

- Abellán García, J., *Democracia. conceptos políticos fundamentales*, Madrid: Alianza.
- Alcántara Sáez, Manuel: *Sistemas políticos de América Latina*. 2 volúmenes, Madrid: Tecnos.
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- Bernstein, S., *Los regímenes políticos del siglo XX*, Barcelona: Ariel.
- De Blas Guerrero, Andrés; Fernández-Miranda, Faustino; De Andrés, Jesús; y Sánchez-Roca, María: *El sistema político español*, Madrid: UNED.
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- Cueto Noguerras, Carlos de, y otros: *Manual de sistemas políticos*, Granada, Editorial Comares.
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- Manuel Alcántara Sáez, Manuel, *Sistemas políticos de la Unión Europea*, Valencia: Editorial Tirant Lo Blanch.
- MARTÍNEZ SOSPEDRA, Manuel y URIBE OTALORA, Ainhoa, *Teoría del Estado y de las formas políticas: sistemas políticos comparados*, Madrid: Tecnos, (latest edition).
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- Mellado Prado, Pilar: *Sistemas políticos actuales*, Madrid: Editorial Universitaria Ramón Areces.
- Miranda, A, J., y Corona. L. A., *Derecho electoral comparado*, Madrid: Marcial Pons.
- Newton, Kenneth and Van Det, Jan W., *Foundations of Comparative Politics*. New York: Cambridge University Press.
- Núñez Rivero, José María Cayetano: *Teoría del Estado y sistemas políticos*, Madrid: UNED.
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- Pérez Royo, J., *Introducción a la teoría del estado*, Barcelona: Blume.
- Requejo, Ferran, *Las democracias: democracia antigua, democracia liberal y estado de bienestar*, Barcelona: Ariel.
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- Sartori, G., *Elementos de Teoría Política*, Madrid: Alianza.
- Sartori, Giovanni, *¿Qué se la democracia?* Madrid: Taurus.
- Vallés, J.M., y Bosch, A., *Sistemas electorales y gobierno representativo*, Barcelona: Ariel.

## 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.