

## 1. BASIC DETAILS

<b>Subject</b>	The Middle East and Maghreb
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Social Sciences and Communication
<b>Year</b>	Fourth
<b>ECTS</b>	6 ECTS
<b>Type</b>	Elective
<b>Language(s)</b>	Spanish / English
<b>Modality</b>	Campus-based
<b>Semester</b>	S7
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	PhD Hutan Hejazi Martínez

## 2. PRESENTATION

This subject will cover the political, social, economic and religious functioning of the Middle East and Maghreb area and its evolution. In addition, students will analyze the origin and characteristics of the region's instability and its main conflicts and ways of resolution; as well as the structure and functioning of the main actors and regional organizations and the influence of the external ones.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- 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.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

### 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.
- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.

**Specific competencies:**

- SC15: Ability to make use of different sources and channels of information.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.

**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, CC12, SC16, SC17	LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
BC3, CC3, SC16	LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
BC4, BC5, CC2, CC3, CC12, CC13, CC16, SC15	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, BC5, CC2, CC13, SC17	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

- Conceptual approach to the Middle East and the Maghreb: characteristics of the region and political structures.
- Main regional actors: domestic and international situation.
- Regional organizations and external international actors.
- Analysis of the Arab Spring: common and differentiating factors.
- Geopolitics and ways of resolving the main conflicts in the area in the Maghreb.
- Dynamics of cooperation between actors and study of the evolution of political systems and economic development.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Problem-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	30
Asynchronous master classes	12
Academic tutorials	10
Search for resources and selection of information sources	25
Independent work	43
Knowledge integration test	5
Analysis and integration of the theoretical-practical contents of the subject with current events.	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
Evaluation of the participation in face-to-face classes, seminars, or work presentations that are called. 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.	30%
Evaluation of activities and individual work.	10%
Evaluation of group work.	10%
Evaluation exercises through knowledge tests of theoretical character (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective questions type test) or practical (with problems or cases to solve, to give an answer to it, reflecting in a practical way, the theoretical and 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 4 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 4 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. Analysis of texts on the origin and delimitation of the region	Week 3
Assignment 2. Analysis/Questionnaire on Islam and the Islamic World	Week 5
Assignment 3. Analysis of colonialism in the area	Week 7
Assignment 4. First partial examination	Week 8
Assignment 5. Analysis of Arab nationalism and regional conflicts	Week 10
Assignment 6. Questionnaire and analysis on regional conflicts	Week 12
Assignment 7. Practice on regional conflicts	Week 15

Assignment 8. Drawing up a final paper on a regional actor/phenomenon and its oral presentation	Week 16
Assignment 9. Second final exam	Week 17

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:

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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY 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.