

1. BASIC DETAILS

Subject	Global Geopolitics
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	Third / Fourth
ECTS	6 ECTS
Type	Elective
Language(s)	Spanish / English
Modality	Campus-based
Semester	S6 / S8
Academic year	2024/2025
Coordinating professor	PhD Gabriela Brochner

2. PRESENTATION

This subject studies the geopolitical tradition in our discipline from classical thinkers to contemporary and critical approaches. The main concepts that have shaped geopolitical thought (including imperialism, grand strategy, deterrence, containment policy, hegemony, conflicts over resources, clash of civilizations, regional security, etc.) will be analyzed and discussed. This will allow students to apply the experiences of the past to the analysis of a contemporary geopolitical region and connect it to the global economy.

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.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

Cross-cutting competencies:

- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- 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.
- 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:

- SC23: Ability to contribute to the promotion of peace policies and proposals for political solutions to conflicts.
- SC24: Ability to develop a critical attitude for the analysis of the past and the present.
- SC25: Ability to carry out future forecasting of realities.
- SC26: Ability to contribute through mediation to resolve conflicts in hostile environments.

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
BC1, CC4, CC5, CC12, CC13, CC16, SC24, SC25	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.

BC3, BC4, CC3, SC23, SC26	<p>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.</p> <p>LO4: Students will 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.</p>
---------------------------	--

4. CONTENTS

- Overview of the geopolitical structure of states and areas of economic, political and cultural influence and relationship.
- Flows and exchanges between states, peoples and cultures.
- An approach to geopolitics through theoretical thought.
- Geopolitical elements and factors.
- The state as a material geopolitical actor: territories, spaces and borders.
- The state as a human actor: population, people, nation.
- Current geopolitical scenarios (i): the big ones.
- Current geopolitical scenarios (ii): the problematic ones.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Case-based method
- Cooperative learning
- Problem-based learning

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
Essays, text commentaries and critical analysis of texts	25
Independent work	43
Knowledge integration test	5

Analysis and integration of the theoretical and practical contents of the subject with current events.	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. 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 group work.	10%
Evaluation of activities and individual work.	10%
Evaluation exercises through tests of knowledge 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 respond 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 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
Knowledge test (partial)	1-3
Knowledge test (final)	4-5
Individual assignment	1-5
Group assignment	1-5

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:

- Ó Tuathail, G, Dalby, S. and Routledge, P. The Geopolitics reader. London, New York :Routledge, 1998.
- Flint, Colin. Introduction to Geopolitics. London and New York: Routledge, 2006.
- Boniface, Pascal. La Geopolitique. Paris. Eyrolles, 2017.
- Oliver, E. Geoeconomía - Las claves de la economía global. Pearson-FT-Prentice Hall. Madrid, octubre de 2011.
- Agnew, J. Geopolitics : re-visioning world politics. London: Routledge, 2003.
- Agnew, J. Geopolítica: una revisión de la política mundial. Edit. Trama, 2005.
- Khanna, P. El Segundo mundo: imperios e influencia en el nuevo orden mundial [translation by Yolanda Fontal] Barcelona [etc.] : Paidós, 2008.
- Khanna, P. The second world : empires and influence in the new order, New York :Random House, 2008.
- Brzezinski, Z. El Gran tablero mundial : la supremacía estadounidense y sus imperativos geoestratégicos Barcelona : Paidós, cop. 1998 (Reimpresion 2003).
- Lacoste, Yves. Géopolitique, la longue histoire d'aujourd'hui. Paris: Larousse, 2006.
- Braden, Kathleen, and F. M. Shelley. Engaging Geopolitics. London: Longman, 1999.
- Agnew, John. Making Political Geography. London: Hodder Arnold, 2002.
- Rodrik, D. The Globalization Paradox. Democracy and the future of the world economy. New York, Norton. 2011.
- Rodrik, D La paradoja de la globalización: Democracia y el futuro de la economía mundial., Editorial: Antoni Bosch. 2012.
- Brzezinski, Zbigniew. Strategic Vision: America and the Crisis of Global Power. New York:Basic Books, 2012.
- Bridge, Gavin, and Philippe Le Billon. Oil. Cambridge, UK: Polity, 2013.
- Pascual, C, The New Geopolitics of Energy. Columbia Sipa. Center on global energysecurity policy. September 2015.
http://energypolicy.columbia.edu/sites/default/files/energy/The%20New%20Geopolitics%20of%20Energy_September%202015.pdf

- Adams, Paul C. Geographies of Media and Communication. Critical Introductions to Geography. Malden, MA: Wiley-Blackwell, 2009.
- Castells, Manuel. Communication Power. Oxford: Oxford University Press, 2009.
- Rupérez, J. El Espejismo multilateral: la geopolítica entre el idealismo y la realidad. Córdoba. Ed. Almuzara, 2009.

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

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.