
INTERNATIONAL UNPLUGGED I

ACADEMIC YEAR: 1st

DEGREE COURSE YEAR:

1º SEMESTER 2º SEMESTER

CATEGORY: BASIC

COMPULSORY

OPTIONAL

NO. OF CREDITS (ECTS): 3

LANGUAGE: ENGLISH

TUTORIALS:

FORMAT: SEMINAR

PREREQUISITES: NONE

1. SUBJECT DESCRIPTION

Events such as the September 11, 2001 terrorist attacks have shed light over the increasing importance of international relations and the study of global issues. Moreover, as globalization of the world economy accelerates and erodes national borders, the world has become more interdependent than ever before. The IR Lab aims to explore some of the broad themes in the study of international relations, and how developments in one region of the world can have profound consequences for those living on the other side of the globe.

The purpose of this course is to introduce students to some of the broad themes in the study of international relations, and provide them with methodological and practical tools to understand and evaluate arguments about contending issues in international affairs. The seminar is intended to engage students in the study and application of theories of international relations. Theories give us a lens through which to see the core of problems and issues in international affairs. Moreover, theories can help shed light on essential factors that are responsible for what happen in today's world. By applying theories to analyzing contemporary international phenomena, we are able to explain many of the issues and problems that we read about in the news on a daily basis.

Through the organizing concepts of security, identity, and political economy, students will explore a range of contemporary phenomena, including the state, nation, and ethnic group; international organizations and society; international conflict and global terrorism; and international political economy. Article reviews, case studies, presentations, crisis simulations, and debates on global issues will allow students to appreciate the international dimensions of politics and economics from the global to the local level. The course is structured as such that the instructor serves as facilitator for class discussion, thus students are expected to come to class fully prepared for active participation.

2. CONTENT

PART I: STATE, POWER, ANARCHY & LEVELS OF ANALYSIS

Practical introduction to the field of international relations. The objective is to explain what is international relations and how it differs from domestic politics. Students will take a glimpse of issues and methods of IR through an open debate of current events. These sessions aim to highlight some of the major concepts in the study of international relations, in order to understand and evaluate arguments about contending issues in international affairs.

SESSION 1

COURSE INTRODUCTION. WHAT IS INTERNATIONAL RELATIONS?

Required Reading

Recommended Reading

In-class Assignment

SESSION 2

ANARCHY & POWER IN INTERNATIONAL RELATIONS: THE LEVELS OF ANALYSIS APPROACH

Required Readings

Recommended Reading

Assignments Due

In-class Assignment

PART II: BALANCE OF POWER & THE SECURITY DILEMMA

This part of the course will serve as an introduction to 2 of the most important concepts in the study of international relations: balance of power and the security dilemma. By engaging in simulation games and case studies, we will attempt to answer questions like: why do states go to war? Why do they seek nuclear weapons and military power, even knowing that this could make other states feel insecure, thus leading them to seek even greater arms quantities? Why do states cooperate?

SESSION 3

BALANCE OF POWER AND INTERNATIONAL ORDER

Required Readings

In-class Assignment

SESSION 4

THE SECURITY DILEMMA

Requires Readings

Recommended Readings

In-class Assignment

SESSION 5

NEGOTIATION BETWEEN STATES: A SIMULATION OF DOMESTIC POLITICS & FOREIGN POLICY

Required Readings

In-class Assignment

PART III: INTERNATIONAL ORGANIZATIONS, DEVELOPMENT, TRADE, AND CLIMATE CHANGE

Think about the (economic, political, social, or other) reasons why states would want to give up some of their sovereignty by moving toward closer regional integration. Is this a smart move or a risky decision? Is it better to try to ignore political borders when making economic policies and decisions, or is it more important to focus on national interests? What role do international organizations play in global affairs? How do the economic relations between states influence domestic and international politics? These are but a few of the questions that we will attempt to respond in this part of the course. Students will be required to analyze specific case studies and participate in negotiation exercises, in order to explore relations between international organizations and states, trade relations between countries, and global development issues. We will also focus on challenges faced by the developing world during the 21st century: poverty, poor education, gender gap, corruption, HIV/Aids and malaria, child and maternal mortality, environmental sustainability, insufficient infrastructure, and economic isolation. Finally, we will focus on the difficulties of implementing the UN Framework Convention on Climate Change and the Kyoto Protocol. We will also attempt to analyze how international actors, their interests, and geographic location may impact negotiations of global climate agreements.

SESSION 6 ECONOMIC REGIONALISM & INTEGRATION

Required Readings
Assignment due

SESSION 7 INTERNATIONAL ORGANIZATIONS & GLOBAL GOVERNANCE

Required Readings
Recommended Readings
Assignment due

SESSION 8: INTERNATIONAL POLITICAL ECONOMY: TRADE

Required Readings
Assignment due
In-class Assignment

SESSION 9 INTERNATIONAL DEVELOPMENT: DOES FOREIGN AID WORK?

Required Readings
In-class Assignment

SESSION 10 GLOBAL CLIMATE CHANGE: BEYOND THE KYOTO PROTOCOL

Required Readings
Recommended Readings
Case Study

PART IV: NON-STATE ACTORS IN INTERNATIONAL RELATIONS

The post-9/11 era has been characterized by profound changes in traditional institutions and international organizations, the weakening of the sovereign state system, the rise of the information age, and the emergence of non-state actors as key players in international relations. This part of the course will focus on what are non-state actors and how do they influence both foreign and domestic politics. We will focus on the role of multinational corporations in shaping power politics, and how states respond to the threat of terrorist organizations.

SESSION 11

WHAT ARE NON-STATE ACTORS?

Readings

In-class Assignment

SESSION 12

NON-TRADITIONAL SECURITY: THE THREAT OF TERRORISM

Required Readings

Recommended Readings:

Case Study

SESSION 13

POWER RELATIONS AMONG NON-STATE ACTORS: MULTINATIONAL CORPORATIONS

Required Readings

Case Study

PART V: PUTTING ALL THE PIECES TOGETHER

At both the domestic and international levels, tensions and conflicts extend along divisions based on religion, race, ethnicity, social class, culture, and language. The final part of the course will attempt to analyze the future of international relations and the emergence of a new world order. To do so, students will be required to engage in a crisis simulation, and will be expected to respond to a particular scenario and negotiate with other actors in an attempt to reach a consensus on a given international problem.

SESSION 14

INTERNATIONAL CONFLICT: RESOLUTION & CRISIS SIMULATION

Required Readings

Assignment Due

SESSION 15

THE FUTURE OF IR: TOWARD A NEW WORLD ORDER?

Required Readings

Assignment

3. EVALUATION SYSTEM

3.1. GENERAL OBSERVATIONS

Students must fulfill the following requirements as part of the course:

1. Complete over the course of the semester all the required written assignments (see below) and actively participate in all in-class assignments.
2. Engage and be prepared to discuss in class the core ideas and readings of the course. This requires that students complete all reading ahead of class and be attentive to the vocabulary, critical concepts and other ideas that are contained in all the course material.

3.2. EVALUATION AND WEIGHTING CRITERIA

The breakdown of the final grade is as follows.

Participation:	
Individual	20%
Group	20%
News Brief	10
Security Dilemma Paper	15%
Climate Change Policy Paper & Presentation	15%
Iran Case Policy Paper & Simulation	20%

Essays

You are required to write two short essays and two policy papers over the course of the semester. Instructions will be provided after the course has commenced.

3.3 GENERAL POINTS ON ASSIGNMENTS:

- References should be cited where appropriate within the text and a reference list should be provided at the end of the document.
- Sources of information presented in any table, figures or graphs should also be cited.
- When using Internet data, students should only source material from official/informed bodies, such as the UN, Governments, NGOs, etc. In all cases, where material is sourced from the Internet it should be properly referenced, stating the website address and author.

3.4. EXAMINATION POLICY

1. Students have up to 4 examination sessions per course over two consecutive academic years.
2. IE University has a mandatory Class Attendance Policy that calls for students to attend a minimum of 70% of class sessions in a course. An absence, for any reason, counts towards the maximum of 30% allowed absences. Failure to comply with any of these requirements will result in students being ineligible to sit for the exam in both the 1st and 2nd examination sessions. These students will be required to sit for the exam in the 3rd session.

3. Grading for make-up exams will be subject to the following rules:
 - ✓ Students who failed the course in the first round of exams will be eligible to re-sit in the 2nd examination session. Warning: students who do not comply with the attendance policy requirements will be required to sit for the exam in the 3rd examination session.

 - ✓ The highest grade that a student may earn in the 2nd examination session is 8.

3.5. EXTRAORDINARY EVALUATION

In the event that you do not satisfy the requirements to pass the class, you will have the option to take an extraordinary supplemental exam.

This extraordinary exam may be complemented and/or replaced by additional supplemental assignments as part of your overall evaluation.

Dispensation for the inclusion of additional evaluation criteria in the event of an unsatisfactory grade will be made solely at the discretion of your professor. In accordance with university policy, extraordinary exams must without exception be taken in Segovia during the extraordinary exam period.

4. USE OF ELECTRONIC DEVICES IN CLASS

This subject does not require the use of a laptop in class. Barring exceptional circumstances, such as physical disabilities requiring the use of a laptop, they are not permitted in the classroom.