Course syllabus
Politics and International Relations

March – July 2019

Term IV

Moncada, Andrea
I. General features of the course

<table>
<thead>
<tr>
<th>Nombre del curso:</th>
<th>Politics and International Relations</th>
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<tbody>
<tr>
<td>Prerrequisito:</td>
<td></td>
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<tr>
<td>Precedente:</td>
<td></td>
</tr>
<tr>
<td>Créditos:</td>
<td>3</td>
</tr>
<tr>
<td>Horas semanales:</td>
<td>3</td>
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<tr>
<td>Tipo de Curso y Carreras</td>
<td>Curso obligatorio: Economía y Negocios Internacionales</td>
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II. Course summary

This course presents students with the most salient issues in Global Politics. It offers an overview of the International Relations system and basic configuration of the Middle East and Asia. It portrays the elements of economic growth in Latin America: poverty, population and potential. It takes students through poverty relief policies and ethnic conflicts in Africa, and explores regional approaches to the external relations of the European Union and the challenges to its internal configuration.

III. Objectives of the course

The course will introduce students to the main concepts, theories and trends in global politics. Students will work with others in order to understand the challenges and opportunities that current international events pose to individuals, states and transnational actors. Students will also be able to discuss in written and oral form their interpretation and analysis of the international context using the academic language of Politics and International Relations.

IV. Learning goals

General

Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. Also, understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.

Specific

After completing the course, the student:

- Applies previous knowledge of international trade and economic regionalism to examine and interpret current events.
- Demonstrates knowledge of international political geography.
- Describes and analyze in an informed, articulate and respectful matter the
main trends in current global politics.
- Follows current international events on a regular basis using trusted, critical sources.
- Summarizes his or her learning in written and oral forms using English.
- Displays critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Displays empathy, tolerance and respect for diverse ideas and points of view.
- Works collaboratively in small groups to produce an academic project focused on a political issue in a specific region.

V. Methodology

The class meets once a week for a three-hour session where the instructor will facilitate the course contents during the first 85 minutes. Students will work collaboratively for 30 minutes and then participate in a wrap-up discussion for the remainder of the session.

Students will be required to follow current international events on a daily basis and prepare brief weekly presentations (newsflash) where they apply the concepts learned in class to a specific international situation. It is a requirement to subscribe to this free newsletter by providing your email. You may unsubscribe after the course is complete.

Students will be regularly quizzed on the assigned readings, current events and geography. The instructor reserves the right to quiz students without prior notice. Students will be required to debate and discuss real-life situations with a critical, constructive and respectful attitude. Difference of opinion will be valued and dialogue will be promoted as an important way of solving problems.

Each student will be assigned to present on the assigned readings on a fixed date. Using electronic devices is discouraged during lecture unless I specifically instruct you to do so for limited tasks. I also advise you try taking handwritten notes (It’s good for your brain!). For further arguments, you can read “The case of banning laptops in the classroom” and “The Impact of Computer Usage on Academic Performance”. The final exam will be a written test.

VI. Evaluation system

According to school policy, the evaluation system is continuous and integral. The final grade is calculated adding up the permanent evaluation (PEP) (40%); the midterm exam (EP) (30%) and the final exam (EF) (30%). The permanent evaluation is calculated according to the following chart:

<table>
<thead>
<tr>
<th>CONTINUOUS EVALUATION SCHEME (PEP) 40%</th>
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<tbody>
<tr>
<td>EVALUATION TYPE</td>
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<tr>
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</tr>
<tr>
<td>Quizzes</td>
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<tr>
<td>Class activities and assignments</td>
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<tr>
<td>Newsflash</td>
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<td>Self-assessment</td>
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</table>
\[ PF = (0, 30 \times EP) + (0, 40 \times PEP) + (0, 30 \times EF) \]

Where:
- **PF** = FINAL AVERAGE
- **EP** = MIDTERM EXAM
- **EF** = FINAL EXAM
- **PEP** = PERMANENT EVALUATION SCHEME

### VII. Scheduled content of the course

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>CONTENIDOS</th>
<th>ACTIVIDADES / EVALUACIÓN</th>
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<tbody>
<tr>
<td><strong>LEARNING UNIT I: GLOBALIZATION AND THE POST-COLD WAR WORLD.</strong></td>
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<tr>
<td><strong>LEARNING GOALS:</strong></td>
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<tr>
<td>• Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.</td>
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<tr>
<td>• Summarize his or her learning in written and oral forms using English.</td>
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<tr>
<td>• Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.</td>
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<tr>
<td>• Display empathy, tolerance and respect for diverse ideas and points of view.</td>
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<tr>
<td><strong>1° March 21nd – 27th</strong></td>
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<tr>
<td>Readings:</td>
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### LEARNING UNIT II: THE FOUNDATIONS OF INTERNATIONAL RELATIONS ANALYSIS.

**LEARNING GOALS:**
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.
- Follow current international events on a regular basis using trusted, critical sources.
### Course Syllabus “Politics and International Relations”

#### LEARNING UNIT III: BASIC CONCEPTS IN POLITICS.

**LEARNING GOALS:**
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.
- Follow current international events on a regular basis using trusted, critical sources.

**Readings:**

#### LEARNING UNIT IV: THE DIMENSIONS AND CHALLENGES OF DEMOCRACY TODAY.

**LEARNING GOALS:**
- Follow current international events on a regular basis using trusted, critical sources.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.

**Readings:**
- Listen to this podcast.
4° April 11th – 17th

4.1. Democracy and the state. Procedural democracy vs substantive democracy. Populism. Left; right; division of powers; checks and balances; citizenship; privatization; corruption; institutional paralysis.

Readings:


Balancing private and public needs. Listen to this podcast.

LEARNING UNIT V: DEMOGRAPHIC AND ECONOMIC PRESSURES ON DEMOCRACY.

LEARNING GOALS:

- Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.
- Demonstrate knowledge of international political geography.
- Summarize his or her learning in written and oral forms using English.

5° April 22nd – 27th


Readings:


Assigned section on the Latinobarómetro report.

LEARNING UNIT VI: ECONOMIC INTEGRATION, REGIONALISM AND THE EUROPEAN UNION.

LEARNING GOALS:

- Demonstrate knowledge of international political geography.
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.
**Course Syllabus “Politics and International Relations”**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<td></td>
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<td>Readings:</td>
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<td></td>
<td></td>
<td>Newsflash presentation. Work in small groups. Quiz 2.</td>
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Course Syllabus “Politics and International Relations”

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>8° May 13th-18th</td>
<td>MIDTERM EXAM</td>
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**LEARNING UNIT VIII: THE ASIAN CENTURY. CHINA AND THE REGIONAL CONFIGURATION OF ASIA. THE THUCYDIDES TRAP.**

**LEARNING GOALS:**
- Demonstrate knowledge of international political geography.
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.

**8.1. New Power distribution. Hegemony; sphere of influence; diplomacy; militarism; new world order; redefinition of power, neo-imperialism. G-8. Pivot to Asia. Taiwan, Tibet, Hong Kong, South Sea.**

**Readings:**

**9° May 20th – 25th**

**Class discussion. Newsflash presentation.**

**LEARNING UNIT IX: GLOBAL LEADERSHIP, HEGEMONY AND ALLIANCES IN CONFLICT-PREVENTION IN THE 21ST CENTURY. THE ROLE OF IGOS.**

**LEARNING GOALS:**
- Summarize his or her learning in written and oral forms using English.
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
Readings:  
Newsflash presentation |
| LEARNING UNIT X: APPROACHES TO ENVIRONMENTAL PROBLEMS. THE WEST AND THE REST? | LEARNING GOALS:  
• Display empathy, tolerance and respect for diverse ideas and points of view.  
• Demonstrate knowledge of international political geography. |
| 11\(^{o}\) June 3\(^{rd}\) – 8\(^{th}\) | Environmentalism; transnational challenges. Keywords: Environmentalism; international community; NGOs; Tokyo Protocol. Activism. Citizenship, netizens.  
Readings:  
Newsflash presentation.  
Quiz 3 |
| LEARNING UNIT XI: MISCONCEPTIONS ABOUT THE MIDDLE EAST. | LEARNING GOALS:  
• Display empathy, tolerance and respect for diverse ideas and points of view.  
• Demonstrate knowledge of international political geography.  
• Summarize his or her learning in written and oral forms using English.  
• Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. |

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**LEARNING UNIT XII: CONTINUING CONFLICTS IN THE MIDDLE EAST.**

**LEARNING GOALS:**
- Display empathy, tolerance and respect for diverse ideas and points of view.
- Demonstrate knowledge of international political geography

| 13° | June 17th – 22nd | 12.1. Palestine- Israel. Balfour Declaration, Sykes-Picot. Key words: Zionism; stateless nations. Current events in the Middle East (Syrian civil war, jihadism, ISIS) | Class discussion. Newsflash presentation Video on Palestine-Israel |

**LEARNING UNIT XIII: SOURCES OF FOREIGN AID. INTERNATIONAL COLLABORATION AND INTERVENTION. STATECRAFT. ALTERNATIVES TO DEVELOPMENT. MILLENNIUM GOALS.**

**LEARNING GOALS:**
- Demonstrate knowledge of international political geography.
- Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.


LEARNING UNIT XIV: STUDENTS WILL INTEGRATE CONCEPTS LEARNED IN CLASS TO A GROUP PROJECT IN WHICH ROLE PLAYING, ORAL EXPRESSION AND RESEARCH SKILLS WILL BE DISPLAYED.

LEARNING GOALS:
- Display empathy, tolerance and respect for diverse ideas and points of view.
- Summarize his or her learning in written and oral forms using English.
- Work collaboratively in small groups to produce an academic project focused on a political issue in a specific region.

15°
July 1st – 6th

16°
July 8th – 13th
FINAL EXAM

VIII. Literature

Textbooks (required readings)*


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N/A (Jan 21st, 2010) "Leviathan Stirs Again" The Economist Available online: http://www.economist.com/node/15328727

Perlman, Merrill (August 14, 2017) "The key difference between 'nationalists' and 'supremacists'' Columbia Journalism Review Retrieved from: https://www.cjr.org/language_corner/nationalist-

Course Syllabus “Politics and International Relations”
Rossi, Melissa (2008) *What Every American Should Know About the Middle East* New York: Plume (Penguin Group)


IX. Laboratory

Not Required

X. Professor

Andrea Moncada
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