

TEACHING GUIDE

INTERNATIONAL RELATIONS, SOCIETY AND GLOBALISATION

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 23-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

The main goal of this course is to analyze the so-called globalization process and its impact on international relations and societies.

Globalization has become a very successful concept since the 1990's leaving aside other terms commonly used in international relations, such as internationalization or interdependence. However, its definition is not totally clear because it depends on the authors and the aspects under consideration. There is also a common confusion –as the sociologist Ulrich Beck says- between the phenomenon (globalization) and the ideology (globalism). Therefore, the course begins by defining the concept of globalization and its main features (economic, political, social and cultural).

It is symbolically accepted that the globalization process began with the collapse of the Sovietic bloc and the end of the polarized world in 1989. The clearest outcomes were the spread of the capitalist system worldwide, the increase of economic interdependence and the integration of national economies into the international economy. The technological changes in mass-communication and mass-transportation systems in the 90's were key factors for the rapid development of this process.

However, globalization cannot only be reduced to its economic elements as it is also having a deep political impact. How globalization is affecting the role of the nation-states at the internal level is a very controversial issue among specialists. To some extent nation-states are losing the macroeconomic planning capacity in favor of supranational non democratic entities. As a result the legitimacy of democratic structures is in question as well as the traditional principles of sovereignty. At the same time, from the international perspective, it seems that nation-states are no longer the main political actors across borders in benefit of NGOs, regional governments, MNCs, international agencies and so on. This is the framework to study the current debates on governance, democratizing globalization and the cosmopolitan proposals.

The profound changes on economic and political structures in the last decades have lead to the emergence of new social movements and cultural reactions. The anti-globalization movement is one example to consider vis-a-vis together with the pro-globalization arguments.

In conclusion, students of the Degree in International Relations must become familiar with the insights of globalization process and the consequences in the international arena. This analysis also will lead the class to reflect about the future of the capitalist system and his challenges.

-Issues of special seriousness as deliberate plagiarism of previously published materials will imply the immediate failing of the whole subject.

-The students will be provided with clear guidelines for the production of academic essays. Fulfilling these guidelines will be full part of the evaluation.

-In the process of composing the essays, the use of internet based specialised materials is accepted, but not the indiscriminate one of mainstream resources as Wikipedia.

-On-line communication between teacher and student would be primarily made through the Communication Tool of the Virtual Campus.

III.-Learning outcomes



CG02. Students must be able to apply acquired knowledge to professional work and possess the skills that can be demonstrated by means of reasoning and defence, as well as problem-solving.

CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.

CG04. Students must be able to transmit information, ideas, problems and solutions to others, be they specialised or not.

CE03. Students must be able to identify, understand and analyse the source, basic principles and development of a democratic and plural society, as well as its confrontation with other lifestyles.

CE09. Students must be aware of and understand the basic features of the globalisation of social, economic and political activity as well as the functioning of international organisations.

CE14. Students must be capable of independently studying and analysing the political and social ideas and movements that develop within a framework of international relations.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Unit 1. The concept, history, and interpretations of globalization.
 Unit 2. The dimensions of globalization.
 Unit 3. Economic globalization.
 Unit 4. Political globalization.
 Unit 5. Social globalization.
 Unit 6. Cultural globalization.
 Unit 7. The globalization of social movements: protests and pro- and anti-globalization currents.

IV.B.-Training activities

Type	Title
Lectures	Critical analysis of key articles and books in classroom.
Lectures	Daily reading of international news.
Other activities	Watching movies directly related with the subject and debates.

V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	15
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	15
Academic tutorials	12
Related activities: conferences, seminars, etc.	6
Preparation of theoretical sessions and self-study	60
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	22
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Tests and/or exams	Week 15 to Week 15	Final exam in the dates established by the academic authorities.
Theoretical sessions	Week 1 to Week 10	Theoretical explanation of contents.
Practical sessions	Week 7 to Week 10	Applied exercises.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

The evaluation system is based on the following elements:

1. Final Exam (60%)

Students must demonstrate in the exam that they have followed the course, have read the theoretical part of the syllabus, and understand the key concepts and developments in globalization. This component can be retaken in the extraordinary assessment period. A grade of 5 or above is required to pass the course.

2. Midterm Exam (20%)

Students must demonstrate in the exam that they have followed the course, have read the theoretical part of the syllabus, and understand the key concepts and developments in globalization. This is part of continuous assessment and cannot be retaken. A grade of 5 is not required to pass the course.

3. Practical Exercises (20%)

This includes critical and/or applied analysis of the concepts covered in class. The assessments will be conducted in person. This is part of continuous assessment and cannot be retaken. A grade of 5 is not required to pass the course.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.



VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

ACEMOGLU Daron and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Ed. Crown Business, 2012

BAYLIS John , Steve Smith, Patricia Owens, *The Globalization of World Politics: An Introduction to International Relations*, OUP Oxford, 2011

BECK, Ulrich, *What is globalization?*, Cambridge, Polity Press, 1999.

BERGGRUEN, Nicolas; GARDELS, Nathan. *Intelligent governance for the 21st century: A middle way between west and east*. John Wiley & Sons, 2013.

COX, Robert W. "Social Forces, States and World Orders: Beyond International Relations Theory" *Millennium* 10 No 2, (1981) pp. 126-155.

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FUKUYAMA, Francis, "The End of History?" *The National Interest* No. 16 (Summer 1989), pp. 3-18

HARVEY, David, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*, Wiley 1991

HELD, David; MCGREW, Anthony. *The great globalization debate: an introduction*. The Global Transformation Reader. Polity, 2000.

HUNTINGTON, Samuel P. The Clash of Civilisations *Foreign Affairs* Vol. 72, No. 3 (Summer, 1993), pp. 22-49

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PINKER, Steven. Enlightenment Now: The case for reason, science, humanism and progress. 2018.

RODRIK, Dani. Globalization dilemmas & the way out. *Indian Journal of Industrial Relations*, 2012, p. 393-404.

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ROSLING, Hans. Factfulness. 2018

SACHS, Jeffrey. *The end of poverty*. New York: Penguin, 2005.

STIGLITZ, Joseph. E., Making Globalization Work, W. W. Norton & Company, 2007.

WALLERSTEIN, Immanuel. 1974. *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

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WALLERSTEIN Immanuel. 1989. *The Modern World-System III: The Second Era of Great Expansion of the Capitalist World-Economy, 1730-1840*. New York: Academic Press.

World Economy, WW Norton & Co, 2011.e *Consolidation of the European World-Economy, 1600-1750*. New York: Academic Press.

Consultation bibliography

IX.-Professors

Name and surname	JAVIER COLLADO SÁNCHEZ
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Department	Derecho Público I y Ciencia Política
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Category	Profesor/a Asociado/a



Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docencia	1

