

TEACHING GUIDE

DEMOCRATIZATION PROCESS, TRANSITIONS AND INTERNATIONAL COMMUNITY

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 23-06-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	3
Language in which the subject is taught	English

II.-Presentation

After the Second World War, democratic regimes were clearly established in most of European countries affected by the event. However, democracy was far from being extended to countries outside this geographical area. It was not until the 70's when transitions from authoritarian regimes to democratic political systems began to spread world-wide in the so-call "Third Wave", according to Huntington's analysis. Nevertheless, some of these countries are currently facing difficulties of legitimation, consolidation and stability. In that sense, Political Science literature has devoted a big effort to study the elements involved in transitions to democracy, the possible factors that lead to different outcomes and the consolidation process.

Therefore, the main goal of this course is to introduce students to the explanatory theories of democratization processes as well as the dynamics of de-democratisation currently under way. We will first discuss the definition of democracy and its formal characteristics. Afterwards, the course will be devoted to study the theories of democratization: economic, cultural, sociological and institutional. Special attention will be devoted to the analysis of the international factors and the role of international institutions in the process of democratization and consolidation. Finally, a section will be dedicated to the study of consolidation and de-democratisation.

Students in the Degree of International Relations must be familiar with this literature and theoretical approaches in order to be able to make deep analysis and thoughtful prospects.

This is mainly a theoretical course that requires significant amount of reading and class participation. At the same time, the theoretical basis will help students to write an empirical essay focused on a transition process.

-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

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.

CG06. Students must have developed the learning skills required to deal with further study with a high degree of independence.

CE04. Students must be capable of identifying and analysing the new protagonists, relations and institutions of emerging regions.

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.

CE10. Students must be capable of identifying the essential features of human geography, the economy and politics and their effects on 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

- Lesson 1.** International Law, Regionalism and Integration Processes
Lesson 2. Latin America and the Origins of Regional Integration
Lesson 3. Bilateral Investment Treaties and Foreign Investment in Latin America
Lesson 4. Free Trade Agreements and Economic Integration in Latin America
Lesson 5. Multilateral Integration Systems in Latin America
Lesson 6. Regional Organizations and Integration Models in Latin America
Lesson 7. Comparative Analysis of Integration Models: From Economic to Ideological Integration

IV.B.-Training activities

Type	Title
Practical sessions	Practical activities based on the analysis of texts, policy documents, case studies and contemporary international issues.
Oral presentations	Oral presentation on a topic related to the course contents, delivered individually or in small groups depending on class size and organisational requirements
Realización de Pruebas	Final written examination covering the contents of the course.

V.-Student workload	
Theoretical sessions	25
Resolution of exercises, problems, case studies, etc.	25
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	10
Academic tutorials	9
Related activities: conferences, seminars, etc.	9
Preparation of theoretical sessions and self-study	34
Preparation of practical tasks, exercises, case studies, projects, etc.	34
Preparation for tests and/or exams	34
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 7 to Week 7	Lesson 6: Introduction. Area of Freedom. Security and Justice. EU Migration Policies. European Agenda on Migration. Schengen Area.
Theoretical sessions	Week 8 to Week 8	Lesson 7: Free movement of European citizens within the Union. Immigration and rights of nationals of non-EU countries. Legal Migration to the EU.
Theoretical sessions	Week 6 to Week 6	Lesson 5: Fight against human trafficking. UNDOC Regional Levels: Council of Europe Convention on Action Against Trafficking in Human Beings Migration and Development.
Resolution of exercises, problems, case studies	Week 11 to Week 11	Practical exercise
Theoretical sessions	Week 12 to Week 12	Lesson 9: United Nations development cooperation. 2015 Post Agenda Millennium Development Goals.
Theoretical sessions	Week 3 to Week 3	Lesson 3: Asylum international Law. Refugees Protection System. UNHCR



Theoretical sessions	Week 1 to Week 1	Lesson 1: Introduction. History and sources. Human Rights Law and Migration Law.
Theoretical sessions	Week 2 to Week 2	Lesson 2: International Legal Regulation. Global Compact for Safe, Orderly and Regular Migration (GCM) Global Compact on Refugees Statelessness
Theoretical sessions	Week 4 to Week 5	Lesson 4: International Legal Regulation. Migrant Workers. UN, IOM. OIT.
Tests and/or exams	Week 5 to Week 5	Practical exercise
Theoretical sessions	Week 13 to Week 13	Lesson 10: European Union Development and Cooperation. Spain.
Theoretical sessions	Week 14 to Week 14	Practical Exercise: Human Development Report 2014
Other activities	Week 1 to Week 14	Seminar, institutional visit or similar
Theoretical sessions	Week 9 to Week 10	Lesson 9: United Nations development cooperation. Sustainable Development Goals.
Resolution of exercises, problems, case studies	Week 11 to Week 11	Practical exercise
Group work	Week 7 to Week 14	Public Presentation
Other activities	Week 3 to Week 5	Guest Lecturer

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

Assessable Activities 50%

Final Exam 50%

I. Assessment tests or assessable activities

1. Reading, Class Discussion and Summary 10%
2. Multiple Choice Exam. Non-liberatory 10%
3. Group Work: Team Paper and Exposition 20%
4. Readings/Seminars: 10%

II. Final Exam

Multiple Choice Test + Some Program Questions

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

<https://www.unhcr.org/about-unhcr/who-we-are/1951-refugee-convention>

Handbook on European law relating to asylum, borders and immigration

Handbook on European law relating to asylum, borders and immigration - Edition 2026 | European Union Agency for Fundamental Rights

No updated 2024

World Migration Report 2026

World Migration Report 2026 | IOM Publications Platform

Asylum Report 2026

Asylum Report 2026 | European Union Agency for Asylum

International Refugee Law

Edited by

Helene Lambert

routledge

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families | OHCHR

Consultation bibliography

The 1961 Convention on the Reduction of Statelessness

<http://www.unhcr.org/519e210a9.html>

Migration, Nation States, and International Cooperation

Ed. Randall Hansen, Jobst Koehler, Jeannette Money, -ROUTLEDGE.

Fighting Poverty in a Changing Word, Development

and cooperation. European Commission. February 2014 http://europa.eu/pol/index_en.htm

The UN Refugee Agency

<http://www.unhcr.org>

Constitution and Basic Texts of the Governing Bodies International Organization for Migration (IOM)

http://publications.iom.int/bookstore/free/IOMConstitution_EN.pdf

United Nations Office on Drugs and Crime

<http://www.unodc.org/>

Angeles Cano Linares: SEGURIDAD VS RESPETO DE LOS DERECHOS HUMANOS

EN LA GESTIÓN DE LAS FRONTERAS EXTERIORES LA UNIÓN EUROPEA COMO ACTOR GLOBAL:

DESAFÍOS POLÍTICOS, JURÍDICOS

Y DE SEGURIDAD, 2024.

DE LA UNIÓN EUROPEA: PROPUESTAS LEGISLATIVAS EN CURSO en

La activación y aplicación de la Directiva de Protección Temporal de la Unión Europea tras la agresión rusa a Ucrania: Logros y desafíos

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Los rohinyás, apátridas perseguidos del siglo XXI. La actuación de la Comunidad internacional

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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	1
No. of positive evaluations by Docencia	2