



CH3141  
International  
Relations



UNIVERSIDAD  
**NEBRIJA**

Centro de Estudios Hispánicos

# Theory and Practice of International Relations

**Hours:** 45

**Prerequisites:** None

**Instructor name:** Óscar Martínez-Tapia, PhD

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**Office hours:** by appointment

## 1. Course Description

Theory and practice of IR are often too disconnected. First half of the semester will be devoted to theories of IR while the second half will apply the theory to the reality. Special attention will be given to the use of force and conflict resolution as well as to religion and terrorism as two often misunderstood faces of international conflict. The evolution of modern terrorism through their “waves” and, as case study, religion and the so-called “revenge of God” will be analysed in detail. We will review the major approaches to IR and will define concepts such as power, nationalism, imperialism, dependency, democratization, war, etc.

## 2. Learning Objectives

Students who successfully complete this course will be able to:

- ✓ Understand the historical development of International politics, economics, society and culture
- ✓ Improve their knowledge of IR and its changing complexity
- ✓ Critically follow and interpret the main social, economic and political aspects of International relations since 1945 to the present
- ✓ Analyze various issues and trends in the contemporary globalised world
- ✓ Debate ideas and concepts of IR
- ✓ View different geopolitical areas within a wider international and global perspective
- ✓ Recognize and analyze the contributions of national diversity to the IR
- ✓ Synthesize information from a variety of sources, including written sources, documentaries and film.

## 3. Formative Activities

1. Theory and Practice
2. Collective and individual tutoring
3. In-class presentations
4. Daily assignments
5. Team work assignments
6. Workshops and additional training
7. Extra-curricular activities

## 4. Methodology

The course syllabus follows the Communicative Approach methods, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that provide knowledge, capacities and attitudes for their future professional careers.

## 5. Contents

The contents of this course are detailed in the table at the end of this document.

## 6. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

### 6.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work & reading quizzes
- 40% Exams/papers/projects

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account.
- Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.
- Exams/papers/projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. Also, two projects will be elaborated, both including an oral presentation in front of the class. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

**A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

### 6.2. Attendance, participation and grading policies

#### 6.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.\*

\*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

### 6.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

### 6.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

### 6.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	B	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

### 6.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

## 7. Bibliography

The book that we will be using in class and that purchased is strongly recommended is:

Kepel, Gilles (1991) *The Revenge of God. The Resurgence of Islam, Christianity and Judaism in the Modern World*, Pennsylvania: Penn State Univ. Press (London: Polity).

Other Sources that will be used in class:

B. White, R. Little and M. Smith (2005), *Issues in World Politics*, Third Edition, London: MacMillan.  
S. Burchill and A. Linklater (1996), *Theories of International Relations*, NYC: St. Martin Press.  
Huntington, Samuel P. (1998), *The Clash of Civilisations and the Remaking of World Order*, London: Touchstone.  
Doyle, Michael W. and Ikenberry, John G. (1997), *New Thinking in International Relations theory*, Boulder: Westview Press.  
Rapoport, David C. (2003), *Generations and Waves: The Keys to Understanding Rebel Terror Movements*, paper presented at the Ronald W. Burkle Center for International Studies.

Online Reference & Research Tools:

Public Broadcasting Society:PBS <http://www.pbs.org>  
History Net <http://www.historynet.com>; The History Guide <http://www.historyguide.org>; Bridging World History <http://www.learner.org/channel/courses/worldhistory>, BBC History <http://www.bbc.co.uk/history>; History Today <http://www.historytoday.com/>  
The New York Times <http://www.nytimes.com/>; National Geographic <http://www.nationalgeographic.com/history>; The History Channel <http://www.history.com/topics/worldhistory>  
Annenberg Media: the Western Tradition. <http://www.st-andrews.ac.uk/academic/intrel/research/cstpv/> Center for the Study of Terrorism and Political Violence  
<http://www.cia.gov> CIA and the War on Terrorism  
<http://www.fbi.gov> FBI Counter-Terrorism  
<http://www.fpri.org/pubs> Foreign Policy Research Institute (FPRI)-Counter Terrorism  
<http://www.potomac institute.org/academiccen/icts/icts.htm> International Center for Terrorism Studies  
<http://www.ict.org.il> International Institute for Counter-Terrorism  
<http://www.nctc.gov> National Counter-Terrorism Center  
<http://www.nti.org> Nuclear Threat Initiative  
<http://www.whitehouse.gov/infocus/homeland/index.html> Office of Homeland Security  
<http://www.terrorism.com> Terrorism Research Center:  
<http://cpc.au.af.mil/index.htm> US Air Force Counter-Proliferation Center  
<http://www.state.gov/s/ct/rls/crt/> US Department of State

## 8. Lecturer Brief CV

Óscar Martínez-Tapia received a PhD in political science from Universidad Complutense de Madrid, where he also received a BA degree in Political Science and International Relations. In between, he received a Masters degree in Government & IR from the University of Manchester (UK). He has been visiting fellow

at the Center for the Study of Democracy (Univ. California, Irvine) and Harvard University. Outside academia, he served as Communication Advisor (speechwriter) for the Vicepresident of Spain from 2005 to 2007. His research focuses on comparative analysis of parties and party systems with special attention to nationalist parties in Western Europe.

## 9. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

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## 10. Course Content

SESSIONS*	TOPIC	READINGS
Week 1 Introduction to the course	The Idea of IR Theory Introduction to the course. Rules of the game. Placing things in context: chronological overview of international events.	Please, look at a map of the world
Week 2 <b>IR Theory</b>	Theories in international relations I: Liberalism	<i>Liberal Internationalism, Burchill &amp; Linklater, Ch. 2</i>
Week 3 <b>IR Theory</b>	Theories in international relations II: Liberalism and the End of the Cold War	<i>Francis Fukuyama, "The End of History?" The National Interest, Summer 1989</i>
Week 4 <b>IR Theory</b>	Theories in international relations III: Realism	<i>Realism and Neorealism; Burchill &amp; Linklater, ch. 3</i> <i>E.H. Carr, The Twenty Years Crisis (New York: Harper and Row, 1939)</i>
Week 5 <b>IR Theory</b>	Theories in international relations IV: Neo Realism	<i>Huntington, S. (1993), The Clash of Civilisations, Foreign Policy</i> <i>Watzl, Ch. 1</i>
Week 6 <b>IR Theory</b>	Other IR Theories (Marxism, Feminism, Constructivism, etc.) Putting all together. How and Why is IR Theory (if) useful for us? Review for Midterm	Handout by Professor
Week7	<b>Midterm review &amp; MIDTERM</b>	
Week 8	<b>SPRING BREAK</b>	
Week 9 <b>IR Conflict:</b>	Waves of Terrorism : Anarchistic Terrorism	<i>Rapoport, David, Generations and Waves: The Keys to Understanding</i>



<b>Terrorism and Global Security</b>	Anti-Colonial Terrorism New Left Terrorism	<i>Rebel Terror Movements</i>
Week 10 <b>IR Conflict: Religion and IR</b>	The crisis of modernity. Context The Revenge of God Islam, Judaism and Christianity	Kepel, Intro and Conclusion
Week 11 <b>Islam and IR</b>	Islam and IR The Sword and the Quoran The Jihad Iran 1979	Kepel Ch. 1 & 2
Week 12 <b>Judaism and IR</b>	Zionism & Israel +1948 The 6 days war: The redemption of Israel 1977: A Political Revolution  FILM: <i>Waltz With Bashir</i> , by Ari Folman (Israel 2008)	Kepel Ch. 3 & 4
Week 13 <b>USA &amp; Religion</b>	Saving America The Conservative Revolution: Carter + Reagan + Thatcher + JP II + Bush Sr. (- Clinton) + Bush Jr. Gulf War I and II	Kepel Ch. 5
Week 14 <b>The World Today</b>	North Korea difficult bluff Syria and the disaster United Nations? New World Disorder: Trump & Putin	Handout by Professor
Week 15	Final review & <b>FINAL EXAM</b>	