

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations
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Field of Knowledge:	Social and Legal Science
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Faculty/School:	Communication Science
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Course:	THE ROLE OF CIVIL SOCIETY IN INTERNATIONAL RELATIONS
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Type:	Compulsory
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ECTS credits:	6
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Year:	4
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Code:	7040
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Teaching period:	Seventh semester
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Area:	International Agents
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Module:	Foundations for a Theory of International Relations
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
Natalia Domínguez Gay	nathalie.dominguez@ufv.es

SUBJECT DESCRIPTION

This is a graduate level course focusing on the impact of Non-State Actors in the domestic and international contexts. The course will focus on several categories of non-state actors including, INGOs, International Organizations (IO), or mass media. The course will use case studies on the transnational impact of these groups.

GOAL

At the conclusion of this course, students will be able to analyze the impact of non-state actors, such as medias, NGO and IO in the international system, the impact of the globalization and the representitivity and the legitimacy of ICS.

PRIOR KNOWLEDGE

Students are expected to be familiarized with the current debates about international relations and International Organizations.

COURSE SYLLABUS

I. Concept of the International Civil Society (ICS). Evolution

- Introduction to the concept and its links to the social, economical and political context.
- Civil Society and Political modernity. Main actors and its analysis.

II. Modernity. A Political and Economic perspective of the ICS

- Realism and the importance of the State.
- Liberalism and the value of the Individual.
- Homogeneity and transnationalism.

III. The end of II World War: a new international landscape for Civil Society

- Representitivity and Legitimacy of the ICS: its Role in the United Nations and International Organizations
- The Human being and its role in the Society
- The search of the common good
- Human Rights and the International Declaration

IV. Globlization and Democracy

- Strengthening of the ICS: power or counterpowers in the international community
- ICS: The role of the democracy in the globalization
- Actors of the ICS and the links between them
- International non governmental organizations and its role in the world
- The power of news technologies of information and communication (NTIC)
- Big companies and market strategy
- A cooperation with Governments?

VI. The European Union as a Global Social Policy Actor

EDUCATION ACTIVITIES

Seminars. Students must read in advance the book chapters and the other sources provided to prepare the class, so they can follow the explanations and participate actively in the course.

Group Presentations. Students must expose and explain to their colleagues a topic, chosen in collaboration with the professor. The date for the oral presentations will be set once the students chose the items for their presentations. The oral presentation will include audiovisual elements and both the research work and the presentation will be assessed. After the exposition, a debate moderate by the professor will be performed with the rest of the students on the topic explained.

Debates. Journal papers, newspaper articles will be distributed among the students. They will be required to read and think about it and then take part in a discussion about its arguments.

Essay. Students must elaborate one main critical essay based on the contents of the course and the compulsory readings.

Tutorials. Meetings with the professor as to clarify specific points of the subject.

Learning through case - studies. Students, individually or in groups, in the classroom or virtually, have to solve a problem regarding a topic.

(Supplementary activities and schedule of the semester can be modified and adapted according new requirements from Ministry of Health)

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

To acquire the ability to consider and creatively respond to the essential questions as to the whys and wherefores, and the consequences of human, social, political and economic events of global society.

To acquire the ability to present and discuss conflicting ideas, thereby generating meeting forums for individuals or social groups from different countries and cultures.

To be able to generate public opinion and build bridges with the various social sectors, allowing for the formation and dissemination of a message and culture for the benefit of humankind, conveying values based on the search for truth and common good.

Specific skills

To understand the meaning and foundations of human dignity and the fundamental dimensions of the human being in the context of international relations.

To be familiar with and assess the current world scenario with regard to decision-making bodies, stakeholders and institutions.

To study, identify and analyse the various geostrategic regions and key areas of regional influence worldwide. To be familiar with the origin and development of world crisis and conflict scenarios.

To study and analyse the structure and operation of international organisations and institutions.

To be able to foresee processes of change and transformation in the various geographical regions.

To be familiar with and apply the foremost concepts and terminology used in international relations from a range of multidisciplinary approaches.

To be able to coordinate, manage, supervise and carry out international studies and projects to provide proposals for improvement and measures to help solve various problems from a diplomatic, business, legal and communication perspective.

To foster dialogue and use communication tools to analyse today's world, and to lead processes and strategies in order to solve problems.

To be familiar with and assess the role of the media with regard to the international reality and their influence on public opinion.

To analyse human problems associated with conflicts, disasters and inequalities, and to exercise mediation duties.

To be able to work on all possible scenarios through the knowledge of complex international institutions and social, linguistic and cultural realities in the various regions of the planet.

To be familiar with the structure, operation and management of international governmental and non-governmental organisations.

To acquire the ability to express oneself fluently and effectively in Spanish and English, to analyse and study the various processes involved in international relations.

LEARNING RESULTS

Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

Comprender el sentido y el fundamento de la dignidad humana y las dimensiones fundamentales del hombre en el contexto de las Relaciones Internacionales.

Conocer y valorar el actual escenario mundial en relación con los actores, las instituciones y los organismos de decisión.

Estudiar, identificar y analizar los distintos espacios geoestratégicos y las principales áreas de influencia regional del mundo global. Conocer el origen y el desarrollo de los escenarios de crisis y conflictos mundiales.

Estudiar y analizar la estructura y el funcionamiento de las organizaciones e instituciones internacionales.

Ser capaz de prever procesos de cambio y transformación en los diferentes espacios geográficos.

Conocer y aplicar la terminología y los conceptos más importantes de las Relaciones Internacionales desde sus diferentes enfoques multidisciplinares.

Ser capaz de coordinar, gestionar, asesorar y desarrollar estudios y proyectos internacionales para aportar propuestas de mejora y medidas que ayuden a resolver los distintos problemas desde los ámbitos diplomático, empresarial, jurídico y de la comunicación.

Fomentar el diálogo y emplear las herramientas de la comunicación para analizar el mundo actual y liderar procesos y estrategias para la resolución de problemas.

Conocer y valorar el papel de los medios de comunicación sobre la realidad internacional y su influencia en la opinión pública.

Analizar los problemas humanos relacionados con conflictos, catástrofes y desigualdades y ejercer labores de mediación.

Ser capaz de trabajar en todos los escenarios posibles mediante el conocimiento de las complejas instituciones

internacionales, realidades sociales, lingüísticas y culturales de las distintas regiones del planeta.

Conocer la estructura, el funcionamiento y la gestión de las organizaciones internacionales gubernamentales y no gubernamentales.

Adquirir la capacidad para expresarse con fluidez y eficacia en castellano y en inglés para analizar y estudiar los diferentes procesos de las Relaciones Internacionales.

LEARNING APPRAISAL SYSTEM

Final Essay: 50%
Participation-debates: 20%
Lecture: 5%
Participation-Essays: 20%
Class attendance: 5%

*Final essay will be qualified from 1 to 10. It must be approved to pass the matter.

*The essays must be a critical analysis of a topic related to the subject.

*All students must fully participate in class and respect other people's opinions.

*All students must arrive on time for all classes.

*All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency.

Failure to meet deadlines or adhere to the class expectations will result in a negative impact on the grade.

**In the case of students that can not attend class due to professional or personal reasons (as recognised and justified by the director of degree) there will be an alternative system. That will allow to substitute the participation in class and in debates by tutorials whether group ones or personalised that will be valued. In this case, the active participation in 'Foro del Aula Virtual' also will be essential to obtain the 20%.
(If the student could not attend class, he will need to provide to the teacher a written justification the first 15 days).

"Los alumnos podrán solicitar Dispensa Académica en Secretaría de Coordinación Académica de la Facultad por: coincidencia de horarios, motivos laborales o motivos personales. En Coordinación Académica les indicarán el procedimiento a seguir en cada uno de los casos.

Una vez concedida de forma oficial la dispensa, los alumnos seguirán la evaluación continua (deberán entregar todas las tareas que el profesor solicite diariamente en el aula) excepto en asistencia, participación y trabajos realizados en el aula".

If the Sanitarian authorities establish an online education plan:

20% participation in online activities/debates.

5% online class attendance.

5% online lecture

20% brief essays.

50% final essay.

*The participation in class will be online.

*Final and small essays will be up in 'Aula Virtual'

*Seminars and activities will be adjust to new circumstances.

(Las conductas de plagio, así como el uso de medios ilegítimos en las pruebas de evaluación, serán sancionados conforme a los establecido en la Normativa de Evaluación y la Normativa de Convivencia de la universidad)

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Kaasch, A., Martens, K, Actors and agency in global social governance, Oxford University Press, 2015.

BAKER, Gideon, Civil society and democratic theory, London, Routledge, 2002

MADISON, Gary Brent, The political Economy of Civil Society and Human Rights, London, New York and Canada, Routledge, 1998.

Additional

Each chapter will have its own bibliography that will be provided in advance.

COX, Robert W; Civil Society at the turn of the millenium: prospects for an alternative world order. En: Review of International Relations. Vol. 25, no. 1. London. January 1999.

COX, Robert W; Social forces, states and world orders: beyond International Relations theory. In: Keohane, Robert. O. (Ed.)

Neorealism and its critics. Columbia University Press. New York.1986.

FOLEY, Michael, EDWARDS, Bob, "The paradox of civil society", Journal of Democracy, Baltimore, Eds. Pattner & Diamond, The John Hopkins University, 1996, vol. 7(3), pp. 38-52.

HELD, David, La democracia y el orden global: del Estado moderno al gobierno cosmopolita, Paidos, Barcelona, 1997 (trad. esp).

HELD David & al., Transformaciones globales: política, economía y cultura, México, Oxford University Press, 2002.

RISSE-KAPPEN, Thomas, "The power of norms versus the norms of power: transnacional civil society and human rights" in Florini Ann M. (ed.), The third force.

SCHECHTER, Michael G., The Revival of Civil Society, Global and Comparative Perspectives, New York, St. Martin's Press, 1999

SMITH, Jackie G., Chatfi eld Charles, Pagnucco Ron, Transnational Social Movements and World Politics: Solidarity beyond the State, New York, Syracuse University Press, 1997.

STILES, Kendall (Ed.); Global institutions and local empowerment. Competing theoretical perspectives. Mc Millan Press. London. 2000.

TAYLOR, Charles, Multiculturalism and the politics of recognition, Princeton, Princeton University Press, 1992.

La diversidad de agentes en el sistema de las Naciones Unidas. www.un.org/spanish/civil_society/diversidad.html, acceso en 19-05-2006.