



## Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Political Geography	Code		710G05004
Study programme	Grao en Relacións Internacionais			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	Basic training	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Humanidades			
Coordinador	Rodríguez Pallas, Angel	E-mail	angel.rodriguez.pallas@udc.es	
Lecturers	Rodríguez Pallas, Angel	E-mail	angel.rodriguez.pallas@udc.es	
Web				
General description	The aim of this module is to have a working understanding of the theoretical concepts and challenges underpinning the study of geography and politics.			
	This module also wants to have a working familiarity with the most current research topics in political geography and, finally to be familiar with and have a basic understanding of tools and resources used to research these concepts and to be able to apply geographic concepts to their own research.			

## Study programme competences / results

Code	Study programme competences / results
A1	CE1 - To analyze information related to international sources and events in complex geopolitical, economic and legal contexts, in person or online.
A2	CE2 - To understand the structure, powers and functioning of international institutions and organizations, as well as their relationships with other state and non-state actors.
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.
A5	CE5 - To understand and analyze globalization processes, relocation dynamics and alternative strategies.
A7	CE7 - To analyze the global reality in its different dimensions, in particular the geographical, political, social, economic and legal.
A8	CE8 - To be able to apply scientific methodology to social, political, economic and legal challenges with an international element.
A10	CE10 - To acquire knowledge of the techniques, working methods and analysis of the humanities, social and legal sciences.
A11	CE11 - To analyze the political, social and economic reality in the framework of international development cooperation.
B1	CB1 - To demonstrate that students demonstrate knowledge and understanding in an area of ??study that is part of the foundation of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from avant-garde of his field of study.
B3	CB3 - That students have the ability to gather and interpret relevant data (usually within their area of ??study) to make judgments that include reflection on relevant topics of a social, scientific, or ethical nature.
B4	CB4 - That students can share information, ideas, problems and solutions with both specialized and non-specialized audiences.
B5	CB5 - That students develop those learning skills necessary to undertake further studies with a high degree of autonomy.
B6	CG1 - To appreciate diversity and multiculturalism.
B7	CG2 - To acquire the ability to work in an international context.
B8	CG3 - To identify essential aspects of cultures and customs of other countries.
B9	CG4 - To be trained in problem solving.
B10	CG5 - To acquire basic general knowledge.
B11	CG6 - To acquire the ability to organize and plan.
B12	CG7 - To acquire the ability to make decisions.
B13	CG8 - To be trained in project design and management.
B14	CG9 - To acquire the ability to adapt to new situations.
C1	CT1 - To dominate the expression, both orally and in writing, in the official languages ??of the Autonomous Community.



C2	CT2 - To defend oneself in a foreign language and express oneself correctly orally and in writing.
C3	CT3 - To use the basic tools of information and communication technologies (ICT) necessary for the exercise of their profession and for lifelong learning.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.
C7	CT7 - To develop the ability to work in interdisciplinary or transdisciplinary teams, to offer proposals that contribute to sustainable environmental, economic, political and social development.
C8	CT8 - To assess the importance of research, innovation and technological development in the socio-economic and cultural advancement of society.
C9	CT9 - To have the ability to manage time and resources: develop plans, prioritize activities, identify criticism, set deadlines and meet them.

Learning outcomes			
Learning outcomes		Study programme competences / results	
<p>To strengthen the analytical capacity of the territory to understand the connections between politics and economy in a globalized world.</p> <p>To encourage critical capacity to diagnose geopolitical problems and to provide alternative solutions.</p> <p>To promote involvement in the geopolitical problems of other latitudes, democratic commitment, solidarity and cooperation.</p>		A1	C1
		A2	C2
		A3	C3
		A5	C4
		A7	C7
		A8	C8
		A10	C9
		A11	
		B1	
		B3	
		B4	
		B5	
		B6	
		B7	
		B8	
		B9	
		B10	
		B11	
		B12	
		B13	
		B14	

Contents	
Topic	Sub-topic
1. Evolution of geopolitical thought	1.1. Foundations of Political Geography 1.2. From living space to global revolution
2. The Nation-State and other international actors	2.1. Nation, nationalism and geopolitics
3. Contemporary transformations in the world political map	3.1. 19th century political map 3.2. 20th century political map
4. Power and economy in the world geopolitical system	4.1. Geopolitics and the great powers: USA/Russia
5. Strategies of dependency and domination in the globalization process	5.1. China geopolitics 5.2. Latin America geopolitics
6. The geography of violence	6.1. Conflict analysis in Africa 6.2. Conflict analysis in the Middle East
7. Boundary and territorial disputes	7.1. Inherited conflicts 7.2. Current conflicts

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A2 A1 A3 A5 A7 A8 A10 A11 B6 B7 B9 B8 B10 C4 C8	20	17.5	37.5



Case study	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 C1 C2 C3 C4 C7 C9	15	40	55
Supervised projects	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 B1 C1 C2 C3 C4 C7 C9	15	35	50
Mixed objective/subjective test	A2 A1 A3 A5 A7 A8 A11 B3 B4 B5 B6 B1 C1 C2	2.5	0	2.5
Personalized attention		5	0	5

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students to transmit knowledge and facilitate learning.  Also known as "expository method" or "master class". This last modality usually reserves a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience.
Case study	The case study on political geography aims to: encourage inductive and deductive reasoning, establish hypotheses, refute paradigms, confirm spatial theories, propose solutions...  Case studies related to the content of the subject and the oral presentation of those indicated by the teacher will be carried out.
Supervised projects	Methodology designed to promote autonomous learning of students, under the teacher's supervision in different scenarios. It focus primarily on learning "how to do things." It constitutes an option based on the assumption of responsibility by students for their own learning.  This teaching system is based on two basic elements: independent learning of students and learning monitored by the teacher in charge of the project.  Supervised projects related to the content of the subject and oral presentation of those projects indicated by the teacher will be carried out.
Mixed objective/subjective test	Mixed objective/subjective test will include theoretical questions (true-false answer questions and/or yes-no answer questions, and/or short answer questions, and/or long answer questions, and/or case study questions) about the subject.

Personalized attention	
Methodologies	Description
Case study Supervised projects Guest lecture / keynote speech	Personal attention is available as a result of the difficulties that may arise in understanding the theoretical content and in achieving the objectives of the case studies and supervised projects. The aim of this personal attention is to solve the difficulties raised from the readings and to expand the basic bibliography, with the aim of improving the specific skills of the subject.

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Case study	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 C1 C2 C3 C4 C7 C9	<p>It is part of the continuous assesment developed through the collaborative learning achieved in the classroom and that results in carrying out as many case studies throughout the course as the teacher deems most appropriate.</p> <p>When case studies are scheduled to be carried out in groups, a maximum of 6 participating students per group is established.</p> <p>When oral presentations are scheduled in the classroom, they may not exceed a maximum of 20 minutes for each case study (at the discretion of the teacher, oral presentations in the classroom may be replaced by pre-recorded oral presentations).</p> <p>Written exercices evaluation criteria: adjustment of the written exercise to the instructions, formal quality, quality and creativity of the contents, breadth and relevance of the sources of information used</p> <p>Oral presentation evaluation criteria: adjustment of the presentation to the instructions, quality and creativity of the contents of the presentation, breadth and relevance of the sources of information used, quality of the answers in the question time that will follow the presentation.</p> <p>An active participation in class activities to get the maximum advantages out of the lessons is mandatory.</p>	20
Mixed objective/subjective test	A2 A1 A3 A5 A7 A8 A11 B3 B4 B5 B6 B1 C1 C2	<p>On the official scheduled date, a written mixed objective/subjective test on the contents of the subject will be held.</p> <p>Evaluation criteria: knowledge of theoretical contents, capacity to apply theoretical contents to practical cases, level of achievement of the competencies included in the course outline, analytical and synthetic skills, vocabulary range and accuracy, stylistic and grammatical correction.</p>	40



Supervised projects	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 B1 C1 C2 C3 C4 C7 C9	<p>It is part of the continuous assesment developed through the collaborative learning achieved in the classroom and that results in carrying out as many supervised projects related to the content of the subject throughout the course as the teacher deems most appropriate.</p> <p>When supervised projects are scheduled to be carried out in groups, a maximum of 6 participating students per group is established.</p> <p>When oral presentations are scheduled in the classroom, they may not exceed a maximum of 20 minutes for each supervised project (at the discretion of the teacher, oral presentations in the classroom may be replaced by pre-recorded oral presentations).</p> <p>Written exercises evaluation criteria: adjustment of the written exercise to the instructions, formal quality, quality and creativity of the contents, breadth and relevance of the sources of information used</p> <p>Oral presentation assessment criteria: adjustment of the presentation to the instructions, quality and creativity of the contents of the presentation, breadth and relevance of the sources of information used, quality of the answers in the question time that will follow the presentation.</p> <p>An active participation in class activities to get the maximum advantages out of the lessons is mandatory.</p>	40
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## Assessment comments



## OPTION A

Full-time students

This subject

follows the continuous assessment system. An active participation in class activities to get the maximum advantages out of the lessons is mandatory.

The assessment

requirements are the same for all the assessment opportunities, including the early assessment.

### 1. Calculation of the final grade

The final grade will be obtained adding the score obtained in the practical part (minimum to obtain 3 points out of a maximum of 6 points) + the score obtained in the Mixed objective/subjective test (minimum to obtain 2 points out of a maximum of 4 points).

**PRACTICAL PART**(60%: maximum 6 points, minimum to pass this part 3 points).

It will consist of carrying out as many supervised projects and case studies as the teacher considers, with an oral presentation of the ones indicated by the teacher. The final grade in the practical part will not be less than 3 points out of 6 so that the student can be assessed in the Mixed objective/subjective test. Students who do not achieve the minimum grade of 3 points in this part will not pass the subject in the first opportunity.

Students can attend the Mixed objective/subjective test but it will not be valid for assessment purposes as they have failed the practical part of the subject. In addition to this, the grade obtained in this case would not be kept for the 2nd opportunity). **MIXED OBJECTIVE/SUBJECTIVE TEST** (40%: maximum 4 points, minimum to pass this part 2 points).

In-person written exam (Mixed objective/subjective test) about the contents of the subject. The student must achieve at least 2 points in the mixed objective/subjective test (maximum score for this part 4 points) to add the grade obtained in the mixed objective/subjective test and calculate the final grade of the subject. When the minimum grade of 3 out of 6 is not achieved in the practical part, the grade obtained will not be considered for evaluation purposes even if the student has taken the mixed objective/subjective test. An active participation in class activities to get the maximum advantages out of the lessons is mandatory.

### 2. Scoring criteria and due dates for supervised projects and case studies

The scoring criteria for both supervised projects and case studies with the corresponding oral presentation of the ones indicated by the teacher will be announced at the time the instructions are posted on Moodle. Supervised projects and case studies will be submitted via Moodle (unless otherwise provided by the teacher). Students must meet the deadline established by the teacher. Supervised projects and case studies submitted after the deadline, through a channel other than Moodle or not submitted will be graded as "not submitted". Students who do not attend an oral presentation of a supervised project or a case study will be also graded as "absent" in that exercise. The calculation of the final mark of the practical part corresponding to supervised projects and case studies will be a grade of 0 when any of the assignments are not submitted.

### 3. Mixed objective/subjective test scoring criteria:

The scoring criteria for the mixed objective/subjective test will be announced at the time of the exam and will be provided together with the exam questions.

### 4. Final grade in the first opportunity

Students who want to pass the subject in the 1st opportunity will have to obtain at least 3 points in the practical part (supervised projects and case studies) and at least 2 points in the mixed objective/subjective test. The final grade of the subject in the first opportunity consists of adding the grade obtained in the practical assignments (minimum 3 points) + the grade obtained in the final exam (minimum 2 points). If the grade obtained in the practical assignments part in the first opportunity is less than 3 points, the student must attend the 2nd opportunity. It is necessary that the student repeat the failed practical assignments, keeping only the grade obtained in the assignments which obtained a passing grade in the first opportunity (instructions will be posted in Moodle) and must achieve at least the 3 points required in that part. In case the grade obtained in the mixed objective/subjective test in the 1st opportunity is less than 2 points, the student must attend the 2nd opportunity, and will have to repeat (if necessary) those failed practical assignments as only the qualifications of those assignments which were individually graded as "passed" in the 1st opportunity will be kept for the 2nd opportunity (instructions will be posted on Moodle).

**5. 2nd opportunity**  
All the students who in the 1st opportunity have obtained as a final grade of the subject "not presented" or "failed" must attend the 2nd opportunity. Any student who attends the 2nd opportunity, no matter whether the student has obtained a final average grade of practical assignments greater than 3 points (that is, final average grade of work "pass") in the 1st opportunity must repeat any assignment that in the 1st opportunity has been classified as "failed" or "absent", since only those assignments individually qualified with a minimum of a "pass" grade will be kept for the 2nd opportunity (instructions will be posted in Moodle for the new assignments).

**6. Continuous assessment waiver request:** Although this subject, as indicated, follows criteria of continuous assessment, the students who want to renounce continuous assessment will have the right to choose a global evaluation system, always within the same evaluation opportunity. This global evaluation will consist of a final mixed test on the subject's contents and will be awarded a maximum score of 10 points, and the minimum score required to pass the subject will be 5 points. The choice of the global evaluation modality will be the responsibility of each student, and it can be done following the procedure established by the faculty where the student is enrolled, within a



maximum period of one month from the start date of the subject's classes. The selection of the global evaluation modality implies renouncing further assessment of the activities of the continuous assessment modality that have yet to be completed, as well as the grade obtained up to that moment in any of the tests that have already been carried out. 7. Basic instructions for taking exams:

The only allowed

stationary to access the test is basic writing material: pencil, pen, eraser.

Access to the exam site

is absolutely prohibited with a) mobile phones and any other electronic devices that allows remote communication and/or storage of information is expressly forbidden; b) lecture notes, annotations, books or similar material that was not expressly authorized in the exam or on the web page (Moodle) of the subject. Failure to comply with this rule will result in disqualification and considered as a fraud even if such devices or the indicated material on the test site have been either used or not during the test.

Students must identify

themselves according to current regulations.

As stipulated in regulations

"Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario? (approved on 12/19/2013 and modified on 04/30/2017) in Art. 21.2 students who are unable to comply with the different assessment activities of the academic year will be awarded "No presentado"(NP)(ABS)(ABSENT). The student will be classified as "Absent"(=No presentado) when the student does not complete all continuous assessment tasks in the teaching guide or when they do not take the exam in the official evaluation period.

## OPTION B

Part-time students exempt from class attendance as stipulated in regulations "Norma que regula o réxime de dedicación ao estudo dos estudantes de grao na UDC? (04 May 2017).

Except for the

dates approved by the Faculty Board in relation to the objective test, for the remaining tests, a specific calendar of dates compatible with their dedication will be agreed upon at the beginning of the semester. Students must contact the professor of the subject in the 1st ten days of the semester when the subject is taught to set the calendar.

The evaluation

criteria will be identical to the ones described for full-time students (Option A), except for part-time students and students exempt from class attendance.

According to regulations, attendance/participation in class activities is less than 80%.

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Exams dates, time

and location of the different calls will be those indicated in the exams calendar approved by the Faculty Board for the 2023-2024 academic year and concordant documentation. The grades will be published in the internal platform or official virtual classroom of the Universidade de Vigo with limited access to the teaching staff of the subject and the enrolled students. If necessary, due to exceptional circumstances, any modification or clarification



of the assessment methodologies indicated in the teaching guide; will be published in the same telematic platform.

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## ACADEMIC INTEGRITY

Students are reminded that the use of all aids or devices in the final exam is strictly forbidden. The use of any unauthorised aids will automatically result in a failing grade (0). All dishonest practices (including, but not limited to, plagiarism, cheating in exams, etc.) will be penalised pursuant to article 14 of the University of A Coruña's academic regulations (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario).

## ATTENTION TO DIVERSITY

The subject may be adapted for students that require the adoption of measures aimed at supporting diversity (physical, visual, hearing, cognitive, learning or related to mental health). In such cases, students should contact the services available at the University of A Coruña / their centre/faculty: within the official periods stipulated to this effect prior to the start of each semester, with the University Unit of Attention to the Diversity (ADI) (<https://www.udc.es/cufie/ADI/apoioalumnado/>) or alternatively with the Tutor for Attention to Diversity at the Faculty of Humanities and Documentation.

## UDC STUDENT DISCIPLINARY REGULATIONS (ARTICLE 11, SECTION 4 B)

A failing grade in the examination attempt in which the dishonest act for the subject in which it was committed: the student will be graded as "fail" (numerical grade 0) in the corresponding examination attempt of the academic year, whether the dishonest act is made in the first examination attempt or in the second one. In such a case, the final grade corresponding to the first examination attempt will be modified, if necessary.

## GENDER

### PERSPECTIVE

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender.

We will pay

particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality.

Our efforts will

focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.





## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Agnew, J (2003). Geopolitics. Re-visioning World Politics (2nd edition). London: Routledge</li> <li>- Buzan, B. &amp; Wæber, O (2003). Regions and Powers. The Structure of International Security. Cambridge: Cambridge University Press</li> <li>- Chaliand, G (2004). Atlas del nuevo orden mundial. Madrid: Paidós</li> <li>- Copinsch, P.; Durand, M. F.; Martin, B. &amp; Placidi, D. (2008). Atlas de la globalización. Comprender el espacio mundial contemporáneo.. Valencia: Universitat de Valencia</li> <li>- Cox, K. R.; Low, M. &amp; Robinson, J. (2007). The Sage Handbook of Political Geography (1st edition). London: SAGE Publications</li> <li>- Dodds, K. (2019). Geopolitics. A Very Short Introduction (3rd edition). Oxford: Oxford University Press</li> <li>- Flint, C. &amp; Taylor, P.J. (2018). Political Geography World-Economy, Nation-State and Locality (7th edition). New York: Routledge</li> <li>- Flint, C. (2021). Introduction to Geopolitics. London: Routledge</li> <li>- Gresh, A.; Radvanyi, J.; Rekacewicz, P.; Samary, C. &amp; Vidal, D. (2006). El Atlas de Le Monde diplomatique. Valencia: Cybermonde</li> <li>- Harvey, D (2001). Spaces of Capital: Towards a Critical Geography. New York: Routledge</li> <li>- Le Monde Diplomatique (2013). El Atlas. Conflictos de fronteras . Valencia: Cybermonde</li> <li>- Le Monde Diplomatique (2012). El Atlas. Nuevas potencias emergentes. Valencia: Cybermonde</li> <li>- López, L. &amp; Benito del Pozo, P. (1999). Geografía política. Madrid: Cátedra</li> <li>- Martín, E.M. &amp; López-Davalillo, J. (2017). Geopolítica. Claves para entender un mundo cambiante (2ª edición). Madrid: Editorial Universitaria Ramón Areces</li> <li>- Nogué i Font, J. &amp; Vicente, J (2001). Geopolítica, identidad y globalización. Barcelona: Ariel</li> <li>- Méndez, R. (2011). El nuevo mapa geopolítico del mundo. Valencia: Tirant lo Blanc</li> <li>- Reinert, E.S. (2007). La globalización de la pobreza cómo se enriquecieron los países ricos...y por qué los países pobres siguen siendo pobres. Barcelona: Crítica</li> <li>- Sánchez, J.E. (1999). Geografía política. Madrid: Síntesis</li> <li>- Short, J.R. (1993). An Introduction to Political Geography (2nd edition). London: Routledge</li> <li>- Terais, B. &amp; Papin, D. (2021). Atlas de las fronteras. Muros, conflictos, migraciones. Madrid: Ediciones Cátedra</li> <li>- Wallerstein, I. (1991). Geopolitics and Geoculture Essays on the Changing World-System. Cambridge: Cambridge University Press</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Agnew, J. &amp; Toal, G. (2003). A Companion to Political Geography. Oxford: Blackwell</li> <li>- Agnew, J. &amp; Crobridge, S. (1995). Mastering Space Hegemony, Territory and International Political Economy. (1st edition). London: Routledge</li> <li>- Gray, C.S. &amp; Sloan, G. (1999). Geopolitics, Geography and Strategy (1st edition). London: Routledge</li> <li>- Gregory, D.; Johnston, R.; Pratt, G.; Watts, M.J. &amp; Whatmore, S. (2009). The Dictionary of Human Geography (5th edition). London: Wiley</li> <li>- Ó Tuathail, G. (1996). Critical geopolitics: the politics of writing global space (1st edition). London: Routledge</li> <li>- Ó Tuathail, G.; Dalby, S. &amp; Routledge, P. (1998). Rethinking geopolitics. London: Routledge</li> <li>- Ó Tuathail, G.; Dalby, S. &amp; Routledge, P. (2006). The Geopolitics Reader (2nd edition). London: Routledge</li> </ul>

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

Geodemography/710G05005

### Subjects that continue the syllabus

### Other comments



(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.